DOCUMENT RESUME

ED 419 732 SO 028 764

AUTHOR	Callis, Janette M.
TITLE	Amigos: A Simulation of a Race through Latin America Developing Awareness of Its Lands, People, and History.
ISBN	ISBN-1-57336-002-3
PUB DATE	1996-00-00
NOTE	119p.; For other items in the "Interact" series, see SO 028 760-778.
AVAILABLE FROM	Interaction Publishers, Inc., DBA Interact, 1825 Gillespie Way, 101, El Cajon, CA 92020, telephone: 619-448-1474 ($35).
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cooperative Learning; Elementary Secondary Education; Foreign Countries; Latin American Culture; *Latin American History; Learning Strategies; Simulation; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS	Central America; *Latin American Studies; Mexico; South America; West Indies

ABSTRACT

This simulation allows students to experience a race from El Paso, Texas to the tip of South America. The students travel through each of the Latin American countries learning as much as they can about each country and completing one report per group. Next, the teams present their report and projects, draw general information/history question cards and answer them correctly, and then draw FATE cards. Points are earned for successfully completing each task and determine their progress in the race. Approximately two weeks are spent doing the research, report, and projects. One week is spent on the presentations and one, the race itself. The simulation is divided into three phases or rounds: (1) Mexico and Central America; (2) West Indies; and (3) South America. Suggestions are presented on variations which can be made within the simulation. (Contains a student guide.) (EH)

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ED 419 732

INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

AMIGOS

A simulation of a race through Latin America developing awareness of its lands, people, and history

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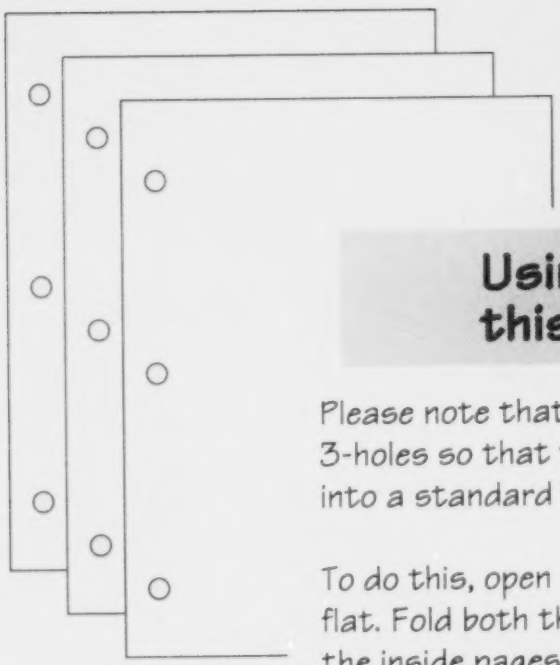

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INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

AMIGOS

A simulation of a race through Latin America developing awareness of its lands, people, and history

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DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-002-3

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PURPOSE

Latin America... How little most of us know about the countries that share our hemisphere to the south. They are lands of soaring peaks, burning hot deserts, tangled jungles, sophisticated cities and isolated Native American tribes.

Major changes have occurred in these countries since this simulation was originally written in 1983. Many of the countries were revolting against their leaders. Some had strong leanings toward communism. Over the intervening years, democracy as begun to prevail. But it is not the democracy we in the United States enjoy. Without an educated populace, the government will continue to be controlled by the elite and wealthy.

These countries have severe problems: overpopulation in the cities, lack of educational facilities for the general mass of the population, high rate of unemployment and inflation. Perhaps the most important problem, at least for those in the United States, has been question of illegal immigration and the raising and smuggling of illegal drugs.

Daily our newspapers and TV news programs tell of their struggles to become important and valuable members of the world's nations. Our government is becoming increasingly involved in their internal affairs. It is of the utmost importance that our children become aware of these countries: their people, land, history, and customs.

This simulation is designed to help students learn and experience the following:

> *"... 29 Latin American countries ..."*

Knowledge

- Location
- Physical features
- Natural resources
- History
- Government and its effect on the lives of the people of the 29 Latin American countries.

Attitudes

- Enjoying and feeling empathy for peoples of differing cultures
- Appreciating the dynamics of group involvement

Skills

- Using a variety of resource materials
- Organizing information gathered
- Using our language correctly, both orally and in written form
- Developing imagination in the creation of the projects
- Becoming productive and cooperative members of a group
- Making decisions
- Enjoying the process of learning

OVERVIEW

AMIGOS simulates a race from El Paso, Texas, to the tip of South America, Tierra del Fuego. The students travel through each of the Latin American countries. The students are first given a PRE-TEST and then divided into teams of from four to six members.

> *... a race from El Paso, Texas, to the tip of South America, Tierra del Fuego ...*

The simulation is divided into three phases or rounds which are complete within themselves so they may be used separately or together.

- **Round 1:** Mexico and Central America (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama)
- **Round 2:** West Indies (Bahama Islands, Cuba, Dominican Republic, Haiti, Jamaica, Puerto Rico, Trinidad/Tobago [already done as sample in Student Guide], U.S. Virgin Islands)
- **Round 3:** South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela)

Teaching Tip

Each round may be studied separately–perhaps at different times of the school year. If you are planning to do all rounds eventually, save the Fiesta until you are finished. If only one round is studied, the fiesta can occur at that time.

Each round is divided into two parts:

- **Part 1:** Research and preparation of report and projects
- **Part 2:** The race itself

In Part 1 of each round, the teams learn as much as they can about the countries involved. They complete one map and one set of factsheets (one factsheet for each country involved constitutes one set). They gather their information from any available source. Also, they complete one short report (per group) and do as many projects as time allows.

During Part 2 of each round, the teams present their report and projects, draw question cards and answer them correctly, and then draw FATE cards. Points are received for successfully completing each task. The points determine their progress in the race. Each five points earned moves the team one space on the large Latin America map on the bulletin board.

Teaching Tip

You may wish all teams to have to arrive before continuing on to the next round.

Approximately two weeks are spent doing the research, report, and projects. One week is spent on the presentations and on the race, itself. The time allotment will be determined by your class' needs. Round 2 and Round 3 are handled in the same manner, but the countries and cards are different.

OPTIONS

This simulation is designed so that when one team arrives at the destination for that phase, that round is completed. When the groups arrive at Tierra del Fuego, after round 3, the fiesta is held. All groups should take part in its planning and preparation.

After the fiesta, the POST-TEST is administered so the children become aware of what they have learned. An evaluation of the learning that has taken place during the simulation can be either a class discussion or a short written assignment.

AMIGOS may be changed to meet the needs and interest of your particular class. The forms, cards, plans, and Unit Time Chart are supplied as one way in which to do this simulation. Listed below are options that may work more efficiently with your group. Feel free to adapt this simulation to your own needs.

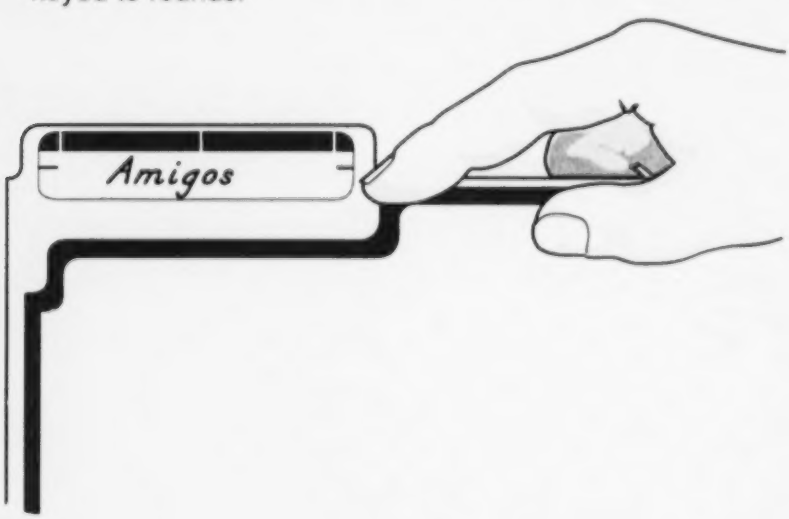
- **Option 1:** Lengthen (or shorten) the time for research to fit your available time allotment.
- **Option 2:** Eliminate the rounds. Do research for all 29 countries and then run the entire race from Texas to Tierra del Fuego.
- **Option 3:** Divide class into three teams. Each team would complete the material for one round and race only through its area, but with all teams racing at the same time.
- **Option 4:** Shorten the simulation by limiting it to one area only (e.g., Mexico and Central America).
- **Option 5:** Several classrooms compete against one another, doing the simulation at the same time.

> *... run the entire race from Texas to Tierra del Fuego.*

SETUP DIRECTIONS - 1

1. **Duplicating forms** Duplicate the following in the numbers given:
   - PRE/POST TEST and LATIN AMERICA map (one per student—used for PRE/POST TESTS)
   - FACTSHEET (sets as follows for each team: Round 1, eight copies; Round 2, seven copies; Round 3, 13 copies)
   - MEXICO/CENTRAL AMERICA map (one copy for each team for Round 1)
   - WEST INDIES map (one copy for each team for Round 2)
   - SOUTH AMERICA map (one copy for each team for Round 3)
   - TEAM ID SHEET (one copy for each team for each round)
   - INSTRUCTIONS FOR PROJECTS (one copy for each team—to be kept In team envelope)

2. **Duplicating/assembling "cards"** Duplicate one copy of pages 30 to 43. You may want to duplicate different "cards" on different colored paper. Laminating or gluing the cards on heavier tagboard before you cut them apart will also make them more permanent. Once you cut apart the cards, place them in categorized envelopes keyed to rounds.



Teaching Tip →

Prepare extra copies of the FACTSHEETS and maps as the students will most likely need to redo some.

The teams can decorate their marker in any appropriate manner. They will be used to indicate progress on the classroom map at the end of each phase.

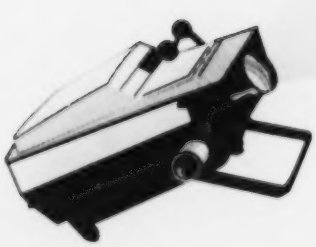
3. **Organizing team envelopes** Each team should have a large envelope in which to store its papers, etc. Each envelope should be labeled and include:
   - one Student Guide per student
   - one set of FACTSHEETS for each round
   - one appropriate map for each round
   - one TEAM ID SHEET for each round
   - one small piece of differently colored paper for the bulletin board map and a T-pin

   Pass out only the FACTSHEETS and maps needed for the round being done.

SETUP DIRECTIONS - 2

4. **Creating bulletin board**
   Use the Latin America map in this Teacher Guide to make an overlay transparency. Then use this overlay to make a large bulletin board map on butcher paper. Decorate this map's borders with bright colors, serapes, sombreros, huge paper flowers, and appropriate pictures. If only small pictures are available for decorating, make montages of the various areas. Allow room for each team's ID card.

5. **Gathering resource materials**
   a. Assemble the following items and place them on a table near the bulletin board: encyclopedias (several sets if possible), atlases (several copies), textbooks (current editions—one per student—as well as older editions—one or two per team), *National Geographic* magazines with appropriate articles marked, other magazines, library books, and any available appropriate objects (e.g., serapes, pottery objects, etc.).
   b. It is helpful to have colored strips of paper to match the team colors for use in indicating which group is presently using a particular resource.
   c. Order appropriate films and filmstrips. Set up a viewing center for the filmstrips.
   d. Canvas students, parents, and local groups for speakers who have visited any of the countries involved and arrange for them to visit the classroom. Don't overlook the possibility of utilizing Latin American foreign exchange students attending a local high school or Americans who have lived with Latin American families.
   e. Obtain travel folders from travel agencies. Write to the tourist bureaus of the countries involved requesting information. Request information from the United Nations.



PLAYING SIMULATION - 1

Part 1: Assigning points for research, reports, and projects

After each round's research has been completed, collect the map and FACTSHEETS. Assign points earned based on the thoroughness, accuracy, and neatness of the work. A point range of 0 to 5 is suggested for each worksheet.

Reports should be presented orally and points assigned as above, 0 to 5, based on quality of information and presentation. Reports should probably be limited to five-minute summaries.

The same 0-5 point range should be used for the projects. Use your discretion about awarding additional points for outstanding work.

You might also choose to have a committee (yourself plus one member from each team) that would assign points for certain activities.

The points teams have earned determine their progress along the route of the dots on the large bulletin board map. Theoretically one-half the 150 dots needed to cover the travel territory in each round will have been earned by their projects and reports prior to actually beginning each round's race.

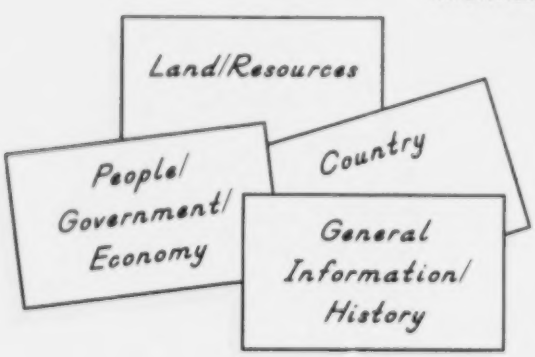
Teaching Tip →

Of course, you may change the ratio of points per dot if necessary in order to slow down or to speed up the race.

Each team should record the points earned in this round on its TEAM ID SHEET.

Part 2: Using the information cards

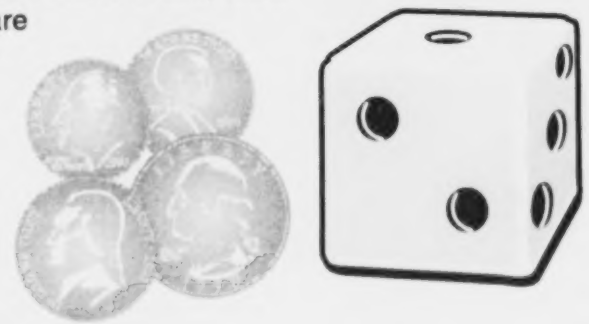
After each team member draws one of each of four types of cards—Country, People/Government/Economy, Land/Resources, General Information/History. The country card indicates the country they are describing in their answers to the other cards. Each team has five minutes to decide on its answers and jot them down. Members may use only their FACTSHEETS to help with the answers. Team by team they will read their questions and give their answers. If their answers are correct, they receive points, which they record on their TEAM ID SHEET. They may add to their FACTSHEETS any information they learn while the other groups are answering questions. The cards are then returned to you. If a team cannot answer a question, it may choose to do the necessary research and report its findings the next day for one-half the possible points.



PLAYING SIMULATION - 2

Part 3: Using FATE CARDS

To win a chance to draw a FATE CARD, one team member must successfully call a coin toss, pitch a coin or checker into a wastebasket, pick a number between one and five, roll a die, etc. If members are successful in winning their chance to draw a FATE CARD, they draw the card and have five minutes to prepare their response. In the event there is sufficient time, each team may have more than one chance to draw a FATE CARD.



Teaching Tip →

Leftover points may be carried over to the next day, phase, or round.

The team records the points they have earned using the FATE CARDS. Their progress is then indicated on the large bulletin board map. The teams calculate the total number of points they have earned during this round and move their team marker on the large bulletin board map. A possible ratio is five earned points to one dot. The total number of points earned from all the cards successfully answered is recorded on each TEAM ID SHEET and is totaled on the same sheet.

If it becomes necessary at any time, points may be added for good behavior or subtracted for misbehavior, rudeness, etc.

Each round is complete within itself (i.e., one team wins at the end of each round's race). A certificate, prize, or award of some nature should be presented to these winners. These awards might be small gifts ... food ... extra recess time ... sitting where they wish in the classroom ... or whatever. If more than one team arrives at the goal, each team member receives a certificate, prize, or award. If no team arrives at the goal, the team nearest the goal wins. The students can decide what prize they would like to receive before the round begins.

Teaching Tip →

If two teams arrive at the goal or if no team arrives at the goal, you might have a "sudden-death" run off where they have to answer more information cards to determine one winner.

UNIT TIME CHART

PRE-TEST Assign teams Organize group folders, textbooks; assign storage/ work areas 1	Pass out Student Guides; answer questions List steps Organize teams 2	**Round 1: Mexico and Central America** Team research 10-minute clean-up and question time 3	Individuals and teams receive help as needed → 4	5
→ 6	7	8	9	→ 10
Amount of time needed depends upon students' age/ability → 11	→ 12	FACTSHEETS turned in; award points Projects and reports presented 13	14	The race Cards drawn; answer questions FATE CARDS 15
Race continues → 16	→ Winners receive prize 17	**Round 2: West Indies** New set of FACTSHEETS and map 18	Individuals and teams receive help as needed → 19	20
→ 21	22	23	24	→ 25
Amount of time needed depends upon students' age/ability → 26	→ 27	FACTSHEETS turned in; award points Projects and reports presented 28	29	The race Cards drawn; answer questions FATE CARDS 30
Race continues → 31	→ Winners receive prize 32	**Round 3: South America** New set of FACTSHEETS and map 33	Individuals and teams receive help as needed → 34	35
→ 36	37	38	39	→ 40
Amount of time needed depends upon students' age/ability → 41	→ 42	FACTSHEETS turned in; award points Projects and reports presented 43	44	The race Cards drawn; answer questions FATE CARDS 45
Race continues; time varies → 46	→ 47	Plan and prepare fiesta 48	49	POST TEST and evaluation 50

DAILY LESSON PLANS - 1

Teaching Tip →

The list of steps may be made before hand or at this time with the children.

Day 1

1. Give the PRE-TEST. Collect them and mark the answers that are correct. The answers are on page 16. Keep them to show students after you give this test again as a POST-TEST.

2. Assign students to teams and tell them their meeting places for their teams. Have them move into their meeting places.

3. Show teams how you have assembled the items needed, such as their resource materials, group envelopes and textbooks.

Day 2

1. Discuss what students know about Latin America and why they are studying it.

2. Have them read the Student Guide and jot down their questions.

3. Answer any questions students have.

4. List steps for students to follow on the chalkboard or on a permanent chart. Keep them posted in the room during the simulation.

5. Review and list the sources of information students might use to gain their information. Discuss how these sources are used.

Day 3

Teaching Tip →

Having the team's put their team member on the board allows the children to go on with other activities, knowing they will have their question answered. Also if the same question keeps appearing, you can save it for the ending class discussion, or stop the entire class and answer the question for everyone.

1. Have all teams meet to plan how they will accomplish their goals.

2. If students have any questions, they may put their team number on the board. Either call up one person from that team or go to that team's place to answer the question.

3. Each day's simulation period should end with a class meeting time to report on progress and to answer questions that might apply to all teams.

DAILY LESSON PLANS - 2

Days 4-12

1. Continue Day 3's. Assist as needed.

2. The number of days needed will be determined by your class' ability, amount of worktime available, number of films, speakers, and time members need to complete the FACTSHEETS, report, and projects.

Teaching Tip →

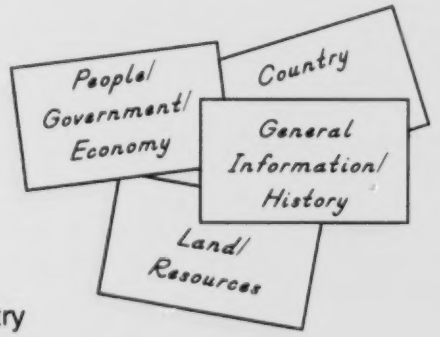
Teams may add to their FACTSHEETS as other groups answer their questions. You should also fill in any answers or additional information.

Days 13-14

1. Collect the FACTSHEETS. Check them after class, assign the points earned and return them on Day 14. Teams can then record earned points on their Team ID SHEETS. Depending upon neatness, completeness, and accuracy of the work done, give each FACTSHEET up to five points.

2. Students present reports and projects.

Days 15-17—the race



1. Each team member draws one card for each of the four areas of information: Country, People/Government/Economy, Land/ Resources, General Information/History. The Country card is used to determine which country they are to tell about. Other teams can decide if the answer is correct or you can have a panel of judges–yourself and one from each team.

2. Give each team five minutes to decide on answers to its questions. The only sources of information are the FACTSHEETS and what members remember from their reading.

3. Teams take turns reading and answering their questions. They return their cards and record their earned points.

4. Announce chance activity (guessing a number, throwing a die, tossing a coin into a container, flipping a coin, etc.).

5. One member from each team takes the chance and if he/she wins, this person draws a FATE CARD.

6. Depending on their FATE CARD, they add or subtract points from their daily earnings.

7. If there is additional time, students may draw more GENERAL INFORMATION CARDS or FATE CARDS.

8. The race ends when one team arrives at the end of the route for that round or area. The winning team should win something special (e.g., a prize, something to eat, additional recess time, opportunity to choose where they wish to sit in the room, opportunity to go to lunch early, etc.). Have the students tell you in advance what special things they enjoy so that they anticipate "victory."

Days 18-27

1. For Round 2 on the West Indies, follow the same steps used for Round 1.

Days 28-29

1. Collect the FACTSHEETS, present the projects and reports.

Days 30-32

1. The race takes place.

Days 33-42

1. For Round 3 on South America, follow the same steps used in Rounds 1 and 2.

Days 43-44

1. Collect the FACTSHEETS, present the projects and reports.

Days 45-47

1. The race takes place.

Teaching Tip →

Remember this simulation may be played from start to finish or one phase or round at a time. In either event, save the fiesta for the very end.

DAILY LESSON PLANS - 4

Day 48

1. Have students prepare for the fiesta. You may want to invite parents, administrators, and other teachers and their students.

2. See the Student Guide for suggested activities. *Prepare enough activities for a full day of fiesta.*

Day 49

1. The fiesta takes place and lasts throughout the school day.

Day 50

1. Give the POST-TEST. Exchange papers to correct.

2. Evaluate the simulation. Use questions such as the following for students to comment on during the evaluation:

Pre/Post Test

- How did your Pre-Test answers compare with your Post-Test answers? Explain.

Factsheets

- What problems did your team have in obtaining the needed information?
- What skills did you practice while obtaining this information?
- In what ways are the Latin American countries similar? In what ways are they different?
- Why might these countries be having the political, economic, and social problems they are having today?
- Would you like to visit any of these countries? Explain why.

Simulation

- Compare this method of learning about countries with other ways such as reading from a textbook, doing worksheets, having discussions.
- What were your feelings about working in a group situation?
- Do you feel you grew as a person because of the simulation (working in a group, doing research, completing information, doing projects).
- Should next year's students play this simulation? Why?

ANSWERS - 1

PRE/POST TEST

Maps

Mexico and Central America

1. Mexico
2. Guatemala
3. Belize (British Honduras)
4. Honduras
5. El Salvador
6. Nicaragua
7. Costa Rica
8. Panama

West Indies

9. Bahama Islands
10. Cuba
11. Jamaica
12. Haiti
13. Dominican Republic
14. Puerto Rico
15. U.S. Virgin Islands
16. Trinidad/Tobago

South America

17. Venezuela
18. Guyana
19. Suriname
20. French Guiana
21. Brazil
23. Colombia
23. Ecuador
24. Peru
25. Bolivia
26. Paraguay
27. Uruguay
28. Argentina
29. Chile

Worksheet

1. (Map filled in with country names)
2. Latin America
3. Mexico and Central America, West Indies, South America
4. Spanish
5. Roman Catholic
6. Andes
7. Amazon
8. Spain

GENERAL INFORMATION/HISTORY CARDS

Round 1

1. United States; Texas, California, and parts of other southwestern states
2. Benito Juarez
3. Maximilian and Carlotta
4. Emiliano Zapata
5. Pancho Villa
6. Large land holdings were broken up and the land was given to peasants for as long as they worked it.
7. Can read and write, have knowledge
8. Eastern and western Sierra Madre
9. Mexican army set up defenses on a rocky cliff called Chapultepec Heights. In 1846, United States soldiers overran the Mexicans. The boys who were defending the cliff were all either killed or plunged to their death after they ran out of ammunition.
10. Over one mile
11. El Salvador
12. Nicaragua (The lakes are Managua and Nicaragua.)
13. From the east over the Caribbean Sea
14. They provided an overland route to the Pacific Ocean and California from the eastern states.
15. France; yellow fever and malaria
16. Spanish words for Christopher Columbus
17. Pan American Highway; not completely
18. The crop depends on whether there is a good harvest; frost or other weather changes can affect the price.
19. Picked green; grow on a large plant not a tree; grow in clumps
20. Lightweight cottonlike fiber that is used in life preservers, mattresses, etc.
21. Used as the base for chewing gum; sapodilla tree; artificial chicle has reduced the need for real chicle
22. When they broke with Spain, they formed into a united group. They then formed into independent republics. Most of the countries have turned into dictatorships at one time or another. There has been a great deal of unrest in their governments.
23. Belize; Great Britain (British Honduras); English
24. It is an organization of all the governments set up to sell items to each other without high fees, share capital, technological knowledge, etc. NAFTA—No America Free Trade Agreement

ANSWERS - 2

Round 2

1. A foreign policy statement made by the United States that promised the newly independent nations of Latin America protection from control or interference from European nations.
2. Mixture of whites and blacks; mixture of whites and Indians
3. A bean from which chocolate is made
4. A dictatorship is a form of government run by a person who has complete control over every aspect of the government.
5. Leeward: moving away from the wind; windward: moving toward the wind; trade wind: wind that blows regularly toward the equator coming from the northeast in the Northern Hemisphere and from the southeast in the Southern Hemisphere; prevailing winds: the direction the wind is blowing
6. A form of government based on common ownership of property; Cuba; Castro
7. Small animals of polyps attach themselves to the sea bottom where they secrete limestone to form a skeleton. When they die, the limestone—or coral—skeletons remain. Reefs form as live polyps build on these skeletons. When reefs reach the water's surface, sand and dirt collect on it and eventually a new island is formed.
8. Aluminum
9. Because many Spanish ships transported valuable cargoes of gold, silver, etc. from the Carribean to Spain. There were many places for the pirates to hide.
10. The Negroes were brought to the Caribbean area to be used as slaves on the plantations.
11. The slaves from Africa weren't allowed to communicate with one another, and, as a result, they used the rhythm of the drums to do their talking plus the lyrics of their songs.
12. The majority of the countries originally were explored and settled by the Spanish.
13. Puerto Rico; Virgin Islands (half American, half British)
14. Agriculture; tourism
15. Nothing is earned during the other six months.
16. He was greedy. He owned two-thirds of all the sugar plantations of the island.
17. He was the Cuban doctor who first realized that yellow fever was caused by mosquitoes.
18. It is formed by asphalt.
19. Voodoo is a combination of African tribal rituals with Christian practices. It is a belief that the dead live in a ghost world, but may be recalled to the world of the living. The dead spirit which comes back is called loa. Voodoo originated in Africa.
20. To pull yourself up or improve yourself, rather than depend on someone else to do it for you
21. Dominican Republic broke away from Haiti.
22. A form of government in which people elect representatives to act as their lawmakers and law-enforcement officials.
23. A milky liquid in certain plants that can be made into materials such as rubber or plastic.
24. Anything found in nature that is useful to people; air, soil, minerals, etc.

Round 3

1. Quito
2. Petroleum; iron ore
3. Electric eels and caribes-piranha
4. Andes
5. Amazon; Peru; east to the Atlantic
6. Atacama Desert; Chile
7. Potato
8. Huasos; guachos
9. Venezuela; Angel Falls
10. Christ of the Andes; to symbolize peace between the two countries after a long war
11. Tierra del Fuego; Argentina and Chile
12. Lake Titicaca
13. Juan Peron; his wife, Maria Estela (Eva) Peron; a musical *Evita* was made about their lives.
14. Galapagos Islands
15. Native tribes; Incas lived in Peru, Aztecs lived in Mexico, Mayans lived in southern Mexico and northern Central America
16. French criminals and political prisoners were sent there; the most hardened were put on the island.
17. The form of government under which the Latin American countries functioned during the time they belonged to Spain
18. Brasilia
19. Their income depended entirely on one money-making item (e.g., sugar, gold and diamonds, rubber and coffee).
20. The beauty of the virgin forests and lakes; outdoor sports such as fishing and skiing
21. Columbia
22. Candles, wax and polishes, carbon paper, lubricants, phonograph records
23. A fertilizer formed by the droppings of seabirds; Peru
24. Tame: llama, alpaca; wild: guanaco, vicuna

ANSWERS - 3

FATE CARDS

Round 1

1. check Guatemala factsheet
2. Yucatan
3. yellow fever, malaria, encephalitis
4. chicle, the base for chewing gum
5. Copper Canyon, the grand canyon of Mexico ... He attacked a town in New Mexico
6. green chili, staple food made of corn or wheat, patted thin
7. any object made or modified by humans, such as a piece of jewelry or a clay pot
8. France
9. Spain
10. Mexico, Aztecs

Round 2

1. Africa
2. Castro, communism
3. pirate steals for himself; a privateer steals for a country
4. Trinidad
5. illegal drugs
6. when small marine animals that live in communities die their shells form the reef
7. an area with no breezes or wind at all
8. center of a hurricane—a calm area
9. Jamaica
10. small, low island

Round 3

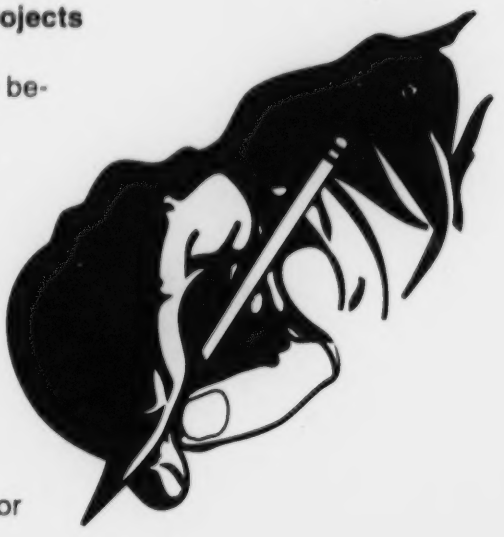
1. strangles it
2. Chile
3. caribe
4. it spits at you and sits down
5. Guiana Highlands—eastern part of country
6. Venezuela; Angel Falls
7. Pele
8. Mardi Gras; Brazil
9. gaucho—cowboy; bola—sling with two leather straps having a hard leather or clay ball attached to them
10. jai alai

INSTRUCTIONS FOR PROJECTS - 1

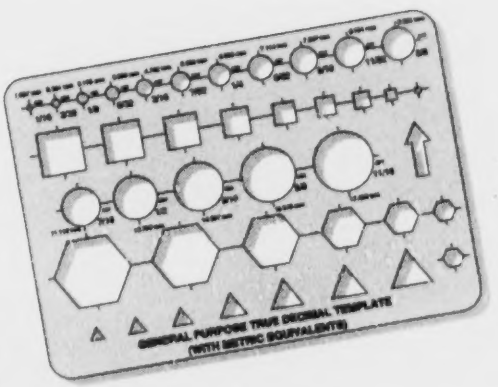
There are no set rules for doing the projects. Use your own imagination. If you are in doubt about how to do something, discuss it with your team members and/or teacher.

Keep in mind that your project is going to be judged on how appropriate it is to the subject, how much imagination you used in designing it, how neatly it is prepared, and how much time you spent creating it. Obviously, a project that takes several days to do will receive more points than one that can be done in an hour, other things being equal.

Hints for preparing your projects



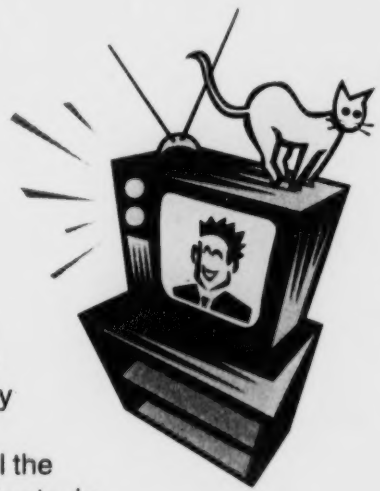
- Know your subject before beginning. Do research.
- Attempt to see your completed project in your mind's eye or make a rough sketch of it.
- Put your plan on paper, listing each step you are going to take.
- Assemble all the materials you will need to complete your project.
- Follow these directions for making charts:
  1. Make a rough drawing of where you want each item to go.
  2. Use rulers to draw lines.
  3. Use very light double lines to guide you in printing captions.
  4. Print very lightly. Then go over it darkly. Use stencils if you have them.



- Follow these directions for making murals:
  1. You may use the scale method or freehand drawing, using an overhead or opaque projector.
  2. Keep as simple as possible.
  3. Look at your drawings from a distance to make certain they look the way you want them to look.
  4. Always pencil in art very lightly before putting in your darker more permanent lines.

INSTRUCTIONS FOR PROJECTS - 2

- If you plan to present a play, follow these directions:
  1. Do research to find the events that occurred.
  2. Write the events down in the order you are going to present them.
  3. Do not try to present too much.
  4. Think about each scene. Pretend it is a TV show. *Who is doing or saying what? What props and sets will you need? What costumes are needed?* Write it down.
  5. Decide who is to play each part. Either write the part out for them to memorize, or have them ad lib what they feel that particular character would say under the particular conditions.
  6. Plan how you are going to get all the various parts done and who is going to do what.
  7. Make a deadline. Plan your dress rehearsal.
  8. Make certain your play has a beginning, a middle, and an end—just as a good story does!
  9. Since too many scenes or set changes bother your audience, use only when and where needed.



- If it is all right with your teacher, talk your parents, older brothers, and sisters, etc., into helping you.
- If you have an idea for a project or report that isn't listed, get it approved by your teacher before beginning it.
- If you are uncertain as to how to do a project or if you need any special materials, check with your teacher.
- Practice how you are going to present your project to the class and how it should be displayed.
- Enjoy working on your project. Have fun with it!

FACTSHEET

Country _____ Team # _____

Land and resources:

1. Location _____
2. Area _____ 3. Latitude: N _____ S _____
4. Elevations _____
5. Climate _____
6. Physical features _____
7. Natural resources _____

People, government, and economy:

8. Population _____ 9. Language _____
10. Official name _____
11. Money _____ Per capital income _____
12. Type of government _____
13. Capital _____
14. Main cities _____
15. Religion _____
16. Chief agricultural products _____
17. Chief animals raised _____
18. Chief industries _____
19. Chief exports _____
20. Main problems and changes needed facing country today _____

On separate pieces of paper: Write the historical events and general information.
(Be sure to put the country's name and your team number on each separate sheet.)

TEAM ID SHEET

Team # _____ Team Color _____ Team Name _____

Team Members:

_____ _____

_____ _____

_____ _____

POINTS EARNED

Check one: ❑ Round 1 ❑ Round 2 ❑ Round 3

Research

- Area map _____
- Country Factsheets _____
- Report _____
- Projects _____

Research Total _____ → _____

Under Race

Answering Information Questions

Student #1 _____

Student #2 _____

Student #3 _____

Student #4 _____

Student #5 _____

Student #6 _____

Team Fate Card _____

Race Total _____ → _____

GRAND TOTAL ☐

PRE/POST TEST

Name _____

1. Please fill in the number of the country on the attached map.

___ Suriname
___ Nicaragua
___ Belize
___ Bolivia
___ South America
___ Dominican Republic
___ Brazil
___ Guyana
___ Cuba
___ Jamaica
___ El Salvador
___ Puerto Rico
___ Paraguay
___ Costa Rica
___ Uruguay
___ Honduras
___ Guatemala
___ Argentina
___ French Guiana
___ Bahama Islands
___ Peru
___ Venezuela
___ Central America
___ Mexico
___ West Indies
___ Panama
___ Haiti
___ Chile
___ Ecuador
___ Colombia
___ Trinidad/Tobago

(If the name is misspelled, it is wrong!)

2. What is the name of the entire area found south of the United States?

_____

3. The above area (#2) is divided into three parts. Name these parts.

_____

4. What is the major language spoken by the people of these countries?

_____

5. What is the major religion of the people of these countries?

_____

6. What is the name of the major range of mountains running through many of these countries?

_____

7. What is the name of the longest river found in this area?

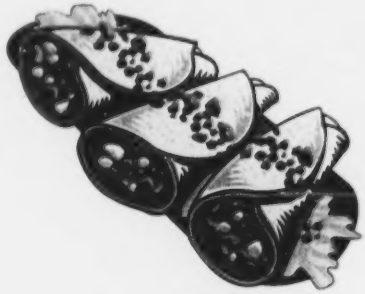
_____

8. What European country first settled the majority of these countries?

_____

PLANNING FIESTA - 1

Plans for the fiesta should include food, decorations, costumes, and activities.



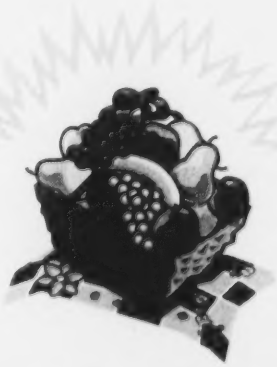
Food The easiest basic menu for the fiesta might well include: tostadas, guacamole dip and chips, enchilada casserole, buñuelos, fresh fruit, and milk or fruit punch.

Tostados are tortillas fried in one to two inches of fat, drained and then covered with a number of items such as mildly seasoned fried crumbled hamburger, warm refried beans (canned), chopped lettuce, grated cheese, chopped tomatoes, chopped olives, sour cream, guacamole. Persons choose the toppings they wish. You will probably want to prepare the hamburger and tortillas beforehand or have a parent do them at home just before serving. With supervision, the students can help prepare the other items.

The above ingredients can easily be made into a taco salad if you wish. Eliminate the tortillas, use more lettuce, and add tortilla chips. A sour cream and/or guacamole dip can serve as the dressing.

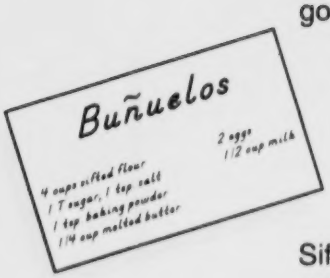
The enchilada casserole should be prepared ahead of time at home using the instructions on the enchilada seasoning package. It can be reheated at school.

The fresh fruit can be prepared by the students at school or brought to school. Include any of the unusual food items that you have learned about (e.g., fresh pineapple, papayas, etc.). If possible, obtain pieces of sugar cane for the students to taste.



PLANNING FIESTA - 2

Buñuelos are deep-fat-fried batter, usually sprinkled with cinnamon and sugar or with thinned honey, but they may also be served plain. A favorite Mexican way of serving them is to break them into a large bowl and cover with a thin brown sugar syrup flavored with stick cinnamon. Buñuelos go especially well with the fresh fruit. You will want a parent or adult helper to do the actual frying, but the buñuelos are particularly good when freshly made and warm.

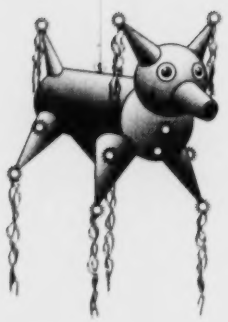


Buñuelos

4 cups sifted flour	2 eggs
1 T sugar	1/2 cup milk
1 tsp. baking powder	1/4 cup melted butter
1 tsp. salt	

Sift together the flour, sugar, baking powder, and salt. Then add the eggs, beaten with the milk, and the melted butter. Mix into a soft dough, turn out on a floured board and knead until smooth. Divide the dough into walnut-sized pieces and rub each with a little shortening to prevent them from sticking together. Cover with a cloth and let stand 20 minutes. Then make each ball into a very thin, flat pancake, using a rolling pin—or tortilla style. Let these stand a few minutes before frying in deep hot fat until puffed and brown.

—Elena's Fiesta Recipes

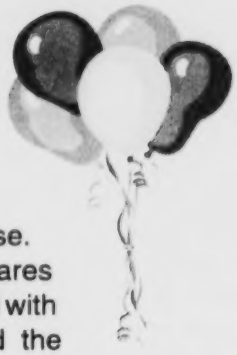


The amount of cooking you wish to do in class will be determined by your facilities, the age of your students, and the amount of adult assistance to supervise. The more the students can do, the more they will enjoy and appreciate their fiesta food.

Decorations ... activities ... costumes Decorations can be large paper flowers, streamers, woven placemats, and perhaps a piñata. The fiesta might be held outdoors as well as in a classroom. Desks can be arranged in a huge square or circle, with the center area being used for the games and dances. There is no reason that elements of West Indies celebrations, such as calypso songs and music and the limbo, as well as Mardi Gras festival elements of strange and unusual costumes and dancing the congo, could not be incorporated. A fiesta is a party, so the students may include whatever they wish so long as it is representative of any area studied.

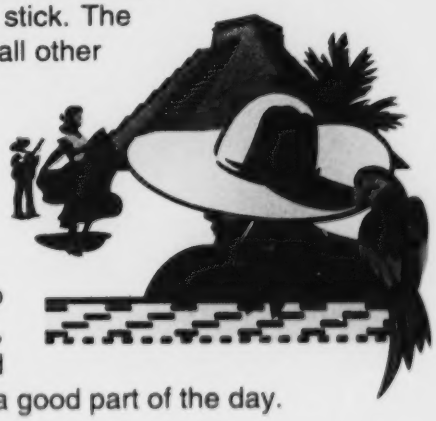
To make the large flowers, cut circles of about six to 10 pieces of tissue paper about the diameter of a dinner plate. Staple them in the center and squish them together until it looks like a flower.

PLANNING FIESTA - 3



Colorful placemats can be made by folding a piece of brightly colored construction paper in half lengthwise. Cut one-inch strips from the fold to within an inch of the edge. Using strips of other colors of paper, weave the different colors into the larger paper in any design desired.

For the piñata, use a blown-up balloon as your base. Papier mache it, then cover it with squished inch squares of tissue paper and streamers. Cut an opening to fill with individually wrapped pieces of candy. Suspend the piñata from the ceiling, or a tree if the activity is done outside, so the piñata will swing easily. Don't make it too sturdy or the students will have trouble breaking it. Attach one rope to it so you can move it around while a blind-folded student attempts to break it with a heavy stick. The student is given three tries. Keep all other students well back. When the piñata breaks everyone will dive to get the candy.



Music is an important element of the activities, and there is such a wide variety of music to choose from: mariachi, calypso, congo, rumba, sambo. Records and tapes of music should be playing a good part of the day.

Costumes make everyone feel more a part of the festival. Students should have no trouble coming up with something—wide-brimmed hats, long brightly colored skirts, simple summer blouses, sashes, serapes, fancy long dresses, pirate or gaucho outfits, simple clothing of the Indians, or elaborate headdresses of the chiefs or priests. You may wish to require that all costumes be put together by the students—that is, no rented costumes. Teachers, aides, and parents will also enjoy it more if they, too, are in costume.

Each group should be responsible for one activity such as those listed in the Student Guide. You might wish to take the best plays, etc., from the various rounds and use them in a program for other classes to enjoy. Another option is for several classrooms to do the simulation at the same time so that you have an all-grade or all-school fiesta.

LATIN AMERICA

MEXICO/CENTRAL AMERICA

WEST INDIES

SOUTH AMERICA

COUNTRY CARDS

Country Card 1 **MEXICO** *(Mexico/Central America)*	Country Card 2 **GUATEMALA** *(Mexico/Central America)*	Country Card 3 **BELIZE** *(Mexico/Central America)*
Country Card 4 **HONDURAS** *(Mexico/Central America)*	Country Card 5 **EL SALVADOR** *(Mexico/Central America)*	Country Card 6 **NICARAGUA** *(Mexico/Central America)*
Country Card 7 **COSTA RICA** *(Mexico/Central America)*	Country Card 8 **PANAMA** *(Mexico/Central America)*	Country Card 9 **BAHAMA ISLANDS** *(West Indies)*
Country Card 10 **CUBA** *(West Indies)*	Country Card 11 **JAMAICA** *(West Indies)*	Country Card 12 **HAITI** *(West Indies)*
Country Card 13 **DOMINICAN REPUBLIC** *(West Indies)*	Country Card 14 **PUERTO RICO** *(West Indies)*	Country Card 15 **VIRGIN ISLANDS** *(West Indies)*

COUNTRY CARDS

Country Card	Country Card	Country Card
16 **TRINIDAD/ TOBAGO** *(West Indies)*	**17** **VENEZUELA** *(South America)*	**18** **GUYANA** *(South America)*
Country Card	**Country Card**	**Country Card**
19 **SURINAME** *(South America)*	**20** **FRENCH GUIANA** *(South America)*	**21** **BRAZIL** *(South America)*
Country Card	**Country Card**	**Country Card**
22 **COLUMBIA** *(South America)*	**23** **ECUADOR** *(South America)*	**24** **PERU** *(South America)*
Country Card	**Country Card**	**Country Card**
25 **BOLIVIA** *(South America)*	**26** **PARAGUAY** *(South America)*	**27** **URUGUAY** *(South America)*
Country Card	**Country Card**	
28 **ARGENTINA** *(South America)*	**29** **CHILE** *(South America)*	

PEOPLE/GOVERNMENT/ECONOMY CARDS

People/Government/Economy Card What type of government does the country have?	People/Government/Economy Card What are this country's main exports and imports?
People/Government/Economy Card What is the country's capital? its main cities?	People/Government/Economy Card What is the approximate population of this country?
People/Government/Economy Card What are this country's chief industries?	People/Government/Economy Card What is the main or official money of the country?
People/Government/Economy Card What is the official language of this country? What is the main religion of the country?	People/Government/Economy Card What are the chief animals raised in this country?
People/Government/Economy Card What is the main religion of the country?	People/Government/Economy Card What is this country's official name?
People/Government/Economy Card What is the chief agricultural product(s) of the country?	People/Government/Economy Card What are the main problems facing this country today?

LAND/RESOURCE CARDS

Land/Resource Card Point to the country on the large map.	Land/Resource Card What is the average annual rainfall of this country?
Land/Resource Card What are the principal mountains of this country?	Land/Resource Card What are the north and south latitudes of this country?
Land/Resource Card What is the average temperature of this country?	Land/Resource Card What are the natural resources of this country?
Land/Resource Card What is the range of elevations found in this country?	Land/Resource Card Describe this country's coastline.
Land/Resource Card List this country's neighbors.	Land/Resource Card What is the area of this country?
Land/Resource Card What are the principal rivers of this country?	Land/Resource Card What type of vegetation does this country have?

GENERAL INFORMATION/HISTORY CARDS

Round 1—1 Mexico had a war with the United States. Who won and what did the winner gain?	**Round 1—7** What does *literate* mean?
Round 1—2 The Mexican president in 1867 was much like the United States' President Lincoln. What was his name?	**Round 1—8** Mexico has two ranges of mountains. What are they?
Round 1—3 In 1864 Mexico was ruled by a man sent by Napoleon to be the emperor of Mexico. He was shot and his wife went insane. What are their names?	**Round 1—9** Who were the Los Ninos Heroes (The Boy Heroes) of Mexico?
Round 1—4 What was the name of the Indian leader of Mexico around 1910?	**Round 1—10** What is the approximate altitude of Mexico City?
Round 1—5 In 1910 an Indian leader used the Mexican Revolution as an excuse to be a bandit. He even raided United States' cities. Who was he?	**Round 1—11** What is the only Central American country that doesn't have any coastline on the Caribbean Sea?
Round 1—6 In the Mexican land reforms of 1920, the people could become part of an ejido (ay-HEE-tho). What is this?	**Round 1—12** In which Central American country can you find two large lakes?

GENERAL INFORMATION/HISTORY CARDS

Round 1—13 Prevailing winds blow from what direction over the countries in Central America?	**Round 1—19** Name two things about how bananas are grown?
Round 1—14 In what way were the Central American countries important to the '49ers of the California Gold Rush?	**Round 1—20** What is kapok and how is it used?
Round 1—15 What country attempted to make the Panama Canal before the United States? Why didn't it succeed?	**Round 1—21** What is chicle? What kind of tree is it grown on? In recent years what has happened to the chicle market?
Round 1—16 Where did the cities of Cristobal and Colon, Panama, get their names?	**Round 1—22** What has happened in the governments of all Central American countries since they won their freedom from Spain?
Round 1—17 What is the name of the proposed highway from Alaska to Chile and Argentina? Has it been completed?	**Round 1—23** What is the newest country in Central America? To what country did it originally belong? What language do they speak?
Round 1—18 Why is coffee a very unreliable source of income for the peoples of Central America?	**Round 1—24** What is the Central American Common Market? and NAFTA?

GENERAL INFORMATION/HISTORY CARDS

Round 2—1 What is the Monroe Doctrine?	**Round 2—7** Explain the growth of a coral reef.
Round 2—2 What are creoles? mestizos?	**Round 2—8** What metal comes from bauxite?
Round 2—3 What is cacao?	**Round 2—9** Why were there so many pirates in the Caribbean Sea?
Round 2—4 What is a dictatorship?	**Round 2—10** Why are there quite a few Negroes in the Caribbean area?
Round 2—5 What is meant by leeward, windward, trade winds, and prevailing winds?	**Round 2—11** How did calypso music begin?
Round 2—6 What is meant by communism? What country in the West Indies is communistic? Who is its leader?	**Round 2—12** Why is Spanish the principal language spoken in the Latin American countries?

GENERAL INFORMATION/HISTORY CARDS

Round 2—13 Which two West Indies islands are territories of the United States?	**Round 2—19** What is voodoo? In what country is it most frequently practiced?
Round 2—14 What are the two major sources of income for the people of the West Indies?	**Round 2—20** What is meant by "Operation Bootstrap"?
Round 2—15 Sugarcane harvest last about six months. How does this affect the workers?	**Round 2—21** Did Haiti break away from the Dominican Republic, or was it the other way around?
Round 2—16 Why was Trujillo, dictator of the Dominican Republic, considered a poor leader?	**Round 2—22** What is a republic?
Round 2—17 Who was Dr. Carlos Finlay? Why was he important?	**Round 2—23** What is latex?
Round 2—18 There is an unusual lake on the island of Trinidad. Why is it unusual?	**Round 2—24** What are natural resources? List as many as you can.

GENERAL INFORMATION/HISTORY CARDS

General Information/History Card	General Information/History Card
Round 3—1 Which Ecuadorian city may be the oldest city in the Americas?	**Round 3—7** What common vegetable, originally found in South America, was introduced to Europe?
General Information/History Card	General Information/History Card
Round 3—2 What two important natural resources have been discovered in Colombia and Venezuela?	**Round 3—8** What are Chilean cowboys called? Argentinean cowboys?
General Information/History Card	General Information/History Card
Round 3—3 Give two reasons the Orinoco and Amazon rivers aren't safe for swimming?	**Round 3—9** In what country is the world's highest waterfall? What is it called?
General Information/History Card	General Information/History Card
Round 3—4 What mountain range runs along the western side of South America?	**Round 3—10** What is the name of the statue located on the boundary of Argentina and Chile? Why was it built?
General Information/History Card	General Information/History Card
Round 3—5 What is the longest river in South America? Where does it start? Which way does it flow?	**Round 3—11** What is the southernmost tip of South America called? What two countries own it?
General Information/History Card	General Information/History Card
Round 3—6 The driest desert in the world is in South America. What country is it in?	**Round 3—12** What is the name of the lake on the border between Peru and Bolivia?

GENERAL INFORMATION/HISTORY CARDS

Round 3—13 Who was the 20th-century dictator of Argentina? Who took over when he died? Know anything special about them? -	**Round 3—19** Brazil has had a "boom and bust" cycle of business and industries. What does this mean? What were they?
Round 3—14 Off Ecuador's coast is a group of islands known for its strange species of living animals. What is this group of islands called?	**Round 3—20** Why do tourists like the Patagonia area of Argentina?
Round 3—15 Who were the Incas? Aztecs? Mayans? Where did they live?	**Round 3—21** Which country is the most responsible for growing and smuggling illegal drugs into the United States?
Round 3—16 Why was French Guiana originally settled? What is Devil's Island?	**Round 3—22** Name at least one product made from the carnauba palm?
Round 3—17 What were the Spanish vice-royalties?	**Round 3—23** What is guano? Where is it found?
Round 3—18 What is the name of the city Brazilians built for their capital?	**Round 3—24** Name four animals native to South America which belong to the same family. (Two are tame; two are not.)

FATE CARDS

Round 1-1 Fate Card

You are caught in the crossfire of Guatemalan guerrillas and soldiers. You wave the white flag. At gunpoint, you are forced to give two facts about Guatemala. If you can, you gain five points per fact. If not, you are thrown in jail and lose 20 points.

Round 1-2 Fate Card

While exploring ancient Mayan ruins, you are trapped in a secret chamber. If you can spell the name of the southeastern Mexican peninsula where you are, you are rescued and receive 10 points. If not, you are trapped overnight and lose half the points you earned today.

Round 1-3 Fate Card

Swat! Swat! Swat! You are being eaten alive by mosquitos. If you know two diseases carried by mosquitos, you find some netting, escape being bitten again, and gain five points.You don't know? Sorry! A 20-point penalty.

Round 1-4 Fate Card

You are sitting peacefully under a sapodilla tree, enjoying some of its tasty fruit. You look up and find yourself eyeball to eyeball with a sleek, black jaguar. If you know what product we get from a sapodilla tree, the jaguar purrs and saunters away. You receive five points, too! If you don't know, you receive a 10-point penalty and you had better start running—fast!

Round 1-5 Fate Card

While enjoying a breathtaking view of the Barranca del Cobre, you are surrounded by a group of bandidos. Give them one bit of information about the Barranca del Cobre or one bit of information about the greatest bandido of all time—Pancho Villa—and they set you free and you gain 20 points. Otherwise, you are held for ransom and lose 20 points.

FATE CARDS

Round 1-6 Fate Card

You are seated at a charming outdoor restaurant with gentle guitar music playing in the background. Your food arrives and you eagerly begin eating. You begin with a big bite of jalapeno. Your mouth is on fire! Explain what are you eating and what a tortilla is, and you receive a huge pitcher of water and 10 points. If you don't know, you get a 10-point penalty and misery.

Round 1-7 Fate Card

You are struggling through the dense undergrowth of the jungles of Guatemala when you stumble over a half-hidden ancient artifact. If you know what an artifact is, you receive 10 points. If you don't know, you break your big toe and are penalized 10 points as well.

Round 1-8 Fate Card

Your ship is sailing through the Panama Canal locks. Suddenly, the mechanism controlling the locks becomes jammed. You are stranded with water slowly flowing out of the lock. If you know the name of the country that originally began the canal, the mechanism begins to function properly and you go on your way with 10 additional points. Otherwise, you are stuck there, high and dry, for several days and you also receive a 20-point penalty.

Round 1-9 Fate Card

You wander into a large ring and are surprised by shouts of thousands of people yelling, "Ole, ole!" You are even more surprised when you turn around and see a huge black bull charging toward you. You start running madly for protection. If you know where bullfighting started, you gain 20 points and reach safety. If you do not know, you lose 20 points while recuperating in the hospital.

Round 1-10 Fate Card

Huff! Puff! You are nearly to the top of the great Pyramid of the Sun. Suddenly, you feel the earth shaking beneath your feet. If you know where you are and who built this pyramid, you receive 10 points and make it to the top. If not, you need an extra day getting your bones set and are penalized 20 points.

FATE CARDS

Round 2-1 Fate Card

You are mysteriously held in the power of a voodoo witch doctor. Dancers are twirling around you, uttering strange sounds. The beat of the drums is getting faster and faster. If you can tell where voodoo beliefs came from, the spell is broken and you escape with 10 points. If not, you are under the witch doctor's spell for several days, and we're afraid to tell you what happens to you. You lose half your daily points earned.

Round 2-2 Fate Card

You are told you can't land in Cuba. You sneak in anyway. You are caught and are being held as a spy. Tomorrow, you face a firing squad unless you can tell the name of Cuba's leader and/or the type of government Cuba has. If you know, you are rescued and receive 10 points. There's a 20-point penalty if you don't know, and they throw you in jail and toss out the key.

Round 2-3 Fate Card

You are relaxing peacefully on a sailboat in the Caribbean Sea, dreamily watching the clouds drift by. Suddenly, hovering over you is the ghost of the pirate Blackbeard. His sword glistens above your head and he has a nasty smile on his dark, swarthy face. Quickly tell the difference between a pirate and a privateer and Blackbeard disappears. You also receive 10 points. There's a 20-point penalty if you don't know, and heaven only knows what he does to you!

Round 2-4 Fate Card

Before you is a strange-looking lake. You jump in and quickly realize it is not your usual lake, but a lake of asphalt. If you know what island you are on, you gain 10 points and are immediately pulled to safety. If not, you are slowly pulled down and are rescued at the last minute. You receive a 20-point penalty as well.

Round 2-5 Fate Card

Your boat is stopped in the middle of the night and searched by members of the U.S. Coast Guard. They are looking for contraband and have been secretly informed some is on your boat. What items are smuggled into the United States by boats from Latin American countries? Tell and you receive 20 points. If you don't know, you go to jail on the mainland and receive a 20-point penalty for the time that is wasted while you prove your innocence.

FATE CARDS

Round 2-6 Fate Card

While scuba diving, you accidentally cut your hand on a coral reef. Soon afterward, you become aware of a shark circling around you, tantalized by the smell of blood. Quickly tell how coral reefs are formed and you are rescued and gain 10 points. If you don't know, you are penalized half your day's points and escape only after a fierce struggle with the shark.

Round 2-7 Fate Card

While sailing along on a beautiful calm Caribbean day, you find yourself trapped in the doldrums. What are the doldrums? If you know, you gain 10 points and escape from it. If you don't know, there's a 20-point penalty and you are trapped for several days.

Round 2-8 Fate Card

You are hiking in the mountains of Puerto Rico when a hurricane sweeps down upon you. To find refuge, you must explain what the eye of a hurricane is and thus gain 10 points. If you don't know, you are swept away and dumped into a tall palm tree and get a 20-point penalty.

Round 2-9 Fate Card

While scuba diving off Port Royal, you find a sunken treasure. Suddenly, you realize you are not alone. Someone else is there and is claiming the treasure. A fierce fight erupts. If you know where you are, you win and gain the treasure and 20 points. Otherwise, you are injured and lose not only the treasure but also 20 points.

Round 2-10 Fate Card

You are sailing in your beautiful sailboat when a storm comes up. You valiantly attempt to sail back to port, but you capsize. After clinging to a piece of debris, you sight a cay. If you know what a cay is, you are immediately rescued and receive 10 points. If not, you drift for several days before being rescued and lose 20 points as well.

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FATE CARDS

Round 3-1 Fate Card

The jungle is hot and humid, and the tangled vines make progress difficult. Not only are you lost and going in circles, but a huge python is slithering down a nearby branch with a hungry look in its eyes. If you can tell how a python kills its prey, you escape and gain five points. If you don't know, you escape the python but continue going in circles for days and lose 10 points.

Round 3-2 Fate Card

Hot! Dry! You are stranded on the burning sands of the Atacama Desert. No help is in sight. Not even a mirage. What country are you in? If you know, you gain 10 points and are rescued by a friendly native. A 20-point penalty if you don't know, and you'll wander for several more days, and you get a really bad sunburn.

Round 3-3 Fate Card

Paddling a canoe down the Amazon River, you feel your oar catching on something. It is snatched from your hand. You are stranded in your canoe without a paddle and a school of piranha is circling around your boat, waiting! If you know the other name for a piranha, the current carries you quickly to shore and you gain 10 points. Don't know? Sorry! You float helplessly for a day before being rescued and having to give back half your daily points earned.

Round 3-4 Fate Card

You are climbing up the Andes Mountains to see Machu Picchu. Your supplies are loaded on a llama. You add your heavy backpack to the llama's load. What two things will probably happen? Five points if you can tell; 10-point penalty if you can't tell.

Round 3-5 Fate Card

You are driving your Jeep on a dirt road in Venezuela and are about to cross a dry river bed when a torrential rainstorm fills the riverbed with rushing water. You stop just in time. If you know the name of the area, the local natives show you another route you can take and you gain 10 points. If you don't know, you are penalized 20 points and have to drive back several hundred miles to take another route.

FATE CARDS

Round 3-6 Fate Card

Your canoe is teetering on the brink of the highest waterfall in the world. Hovering close by is a helicopter. If you know the country you are in and the name of the falls, you are rescued by the helicopter and receive 10 points. If not, you are going to get very wet and receive a 20-point penalty.

Round 3-7 Fate Card

You stop at a local soccer field and join in the game. You kick the ball and look up in amazement to see that your opponent is the most famous soccer player in the world. If you know who he is, your team wins and you gain 20 points. If you don't know, you lose the game, the ball hits you, you are knocked unconscious, and when you wake up you find you have been penalized 20 points.

Round 3-8 Fate Card

You walk out of your hotel in Rio de Janeiro and are immediately swept into a huge crowd in weird, strange costumes. They are singing and dancing around you, taking you off with them. If you know the celebration and the country you are in, you join in the party, have an exciting time, and gain 20 points. If not, you become lost from your friends and receive a 20-point penalty.

Round 3-9 Fate Card

You are being chased across the pampas by a group of gauchos on horseback. Your horse is galloping at top speed. One of the gauchos twirls his bola and lets it fly. If you can explain what a gaucho and a bola are, your horse leaps away to freedom and you receive 20 points. If not, you are captured and have to pay a 20-point ransom.

Round 3-10 Fate Card

You find yourself in a huge cage with cement walls on three sides and a wire-mesh fence on the fourth side. An unusual basketlike racket is attached to your hand and your opponent throws you a hard ball about the size of a tennis ball. The crowd is yelling loudly for you to begin playing. If you know the name of the game, you serve, beat your opponent, and win 20 points. If not, you are carried out on a stretcher and lose 20 points.

MEXICO AND CENTRAL AMERICA - 1

1—MEXICO

1. United States, north; Guatemala and Belize, south and southeast
2. 767,919 square miles
3. North: 32°N; south: 15°N
4. Sea level to 18,696' Citlaltepitl
5. Depends on altitude—tierra caliente (hot) 80°-100°, sea level to 3,000'; tierra templada (temperate) 55°-80°, 3,000'-6,000'; tierra fria (cold), above 6,000'
6. Six land regions: 1) Sierra Madre Mountains form giant V—Oriental (east), Occidental (west), base of V is Sierra Madre del Sur between Mexico City and Isthmus of Tehuantepec; 2) Central Plateau between mountain ranges, desert in north; 3) Chiapas Highlands, east of Isthmus of Tehuantepec and west of Guatemalan border, steep rugged mountains; 4) Yucatan Peninsula, thick tropical forests; 5) Coastal Plains—west, mostly desert, and east, thick forests and swamps; 6) Baja Peninsula, desert; Lakes Chapala and Patzcuaro; Copper Canyon which is wider and deeper than Grand Canyon
7. Minerals, petroleum, manufactured goods
8. 94 million (est.)
9. Spanish, 52 various Indian dialects, English
10. Estados Unidos Mexicanos
11. Peso—U.S. $4,000
12. Republic
13. Mexico City
14. Guadalajara, Monterrey, Acapulco, Tampico, Vera Cruz

15. Roman Catholic
16. Alfalfa, bananas, barley, beans, cacao, coffee, corn, cotton, fruit, henequen, sugar cane, tobacco, vegetables, wheat, sisal, rice
17. Cattle
18. Petroleum, cement, clothing, handicraft articles, chemicals, rope, tourism
19. Petroleum and petroleum products, border assembly plants, tourism, cotton, coffee, non-ferrous metals, shrimp, sulfur, fresh fruits and vegetables, clothing
20. High inflation, unstable monetary system, large population, unemployment, corruption in government, little environmental protection, drug smuggling by way of Mexico (believed that 70% to 80% of the cocaine entering U.S. crosses the Mexican border)

MEXICO AND CENTRAL AMERICA - 2

HISTORY

- Prehistoric—Toltec, Mayan, Aztec Indians (many others tribes), first sighted by de Cordoba looking for slaves in Yucatan
- 1519—conquered by Cortes
- 1510-1821—part of viceroyalty of New Spain
- 1810—Miguel Hidalgo and Morelos, unsuccessful revolt
- 1821—Iturbide, revolution from Spanish rule
- 1835—war with United States (lost Southwestern territories)
- 1858—Benito Juarez president
- 1861—Napoleon sent Maxmilllan and Carlotta
- 1876—Diaz president, 35 years of peace and economic development
- 1917—new constitution begins years of reforms that benefit the Mexican people
- 1934—Cordenas and government broke up large estates and gave land to people, plus other reforms
- 1938—seized oil fields from foreign countries, including U.S.
- 1946—succession of capable leaders, orderly transfers of government and growth of national economy
- 1970s—economy began to have more problems; foreign debt rose; farm output failed to keep pace with population growth; inflation rate increased
- 1976—Portillo elected; social programs toned down and government spending reduced; placed high hopes on oil resources
- 1977—oil boom went bust; oil prices forced down; peso devalued
- 1979—de la Madrid elected president
- 1985—earthquake rocked Mexico City; inflation at 150%
- 1988—balloting frauds suspected
- 1990—"bailed out" plan involving U.S. Treasury and Federal Reserve Bank
- 1992—about face concerning Catholic clergy and nuns
- 1993—NAFTA trade agreement between U.S., Mexico, and Canada
- 1994—Colosio, presidential candidate assassinated - Ernesto Zedillo Ponce de Leon elected

GENERAL INFORMATION

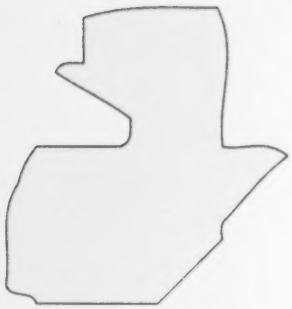
- Fine craftware: Taxco, silver; Oxaco, serapes and pottery; Jalisco, terra cotta ware; Uruapan, lacquerware; Toluca, blankets; Guadalajara, hand-blown glassware
- All Soul's Day honoring the dead
- Shrine of Guadalupe and its legend
- Paricutin volcano suddenly appeared in flat cornfield in 1943
- Lake Patzcuaro, beautiful butterfly nets
- Country named for Mexitli, Aztec god of war
- Many archeological ruins—Aztec, Mayan, others
- Tourism becoming big industry
- One of few states in the Americas to achieve a culture similar to the U.S.; social life of Mexico City on a level with most modern cities of the world
- Mariachi music and spicy and delicious—but hot—foods
- Mayan Indians caused disturbance in State of Chiapas

FOR INFORMATION

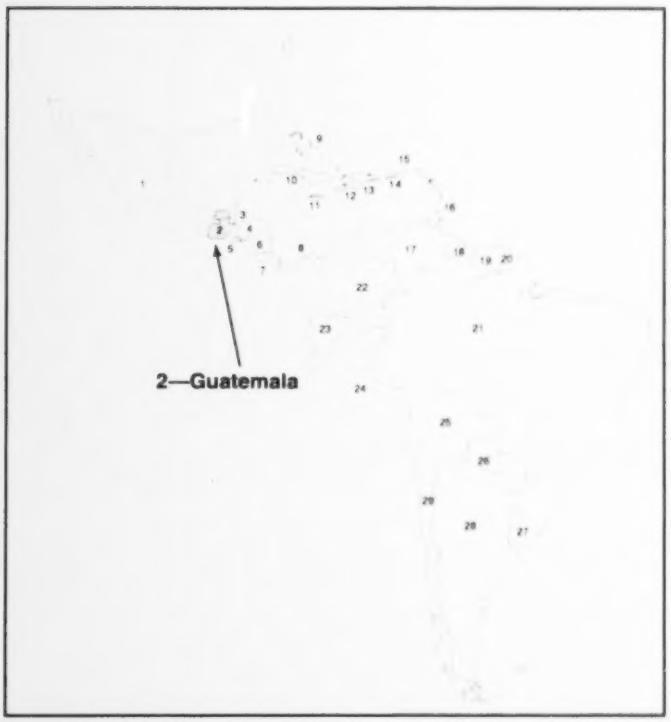
Mexico Government Tourism Office
10100 Santa Monica Blvd. #224
Los Angeles, CA 90067
1-213-203-8328

MEXICO AND CENTRAL AMERICA - 3

2—GUATEMALA



1. Mexico, north and west; Belize, northeast; Honduras and El Salvador, east
2. 42,031 square miles
3. North: 18°N; south, 14°N
4. Sea level to three volcanoes at elevations above 13,000'
5. Tropical on coastal plains; temperate at higher altitudes; heaviest rainfall is from May to October
6. Sierra Madre mountain range and its branches cover almost two-thirds of country, running east and west; plains of dense rain forest jungles in north; 27 volcanoes, some still active; narrow lowland plains along sea coasts—200 miles on Pacific, 70 miles on Caribbean; Lake Izabal; Montague River
7. Rich soil, forests, small amounts of minerals, inexpensive hydro-electric power
8. 9.4 million (est.): Maya-Quiche, 55%; Latinos, 34%; balance European or African, 11%; people thought of in terms on income and social classes, not on basis of Indian or Spanish ancestry
9. Spanish and Indian
10. Republica de Guatemala
11. Quetzal—U.S. $1,500 ($300 for Mayans)
12. Government in revolution at present time
13. Guatemala City
14. Antigua, Quezaltenango, Amatitlan
15. Roman Catholic



16. Coffee, cotton, bananas, sugar, corn, kapok, chicle
17. Beef cattle
18. A little light industry; food processing; textiles; pharmaceuticals, mostly for consumer goods at home
19. Coffee, cotton, bananas, corn, and other agricultural products
20. Serious unemployment problems; poor transportation; poverty; unstable government; redistribution of wealth, two percent of people control two-thirds of the farmland; no hope for country until it replaces rule of gun with rule of law

MEXICO AND CENTRAL AMERICA - 4

HISTORY

- 1523—originally discovered by Cortes; Pedro de Alvarado conquered Indians—Mayan (and Quiche), little settlement
- 1500-1800s—part of the viceroyalty of New Spain; over the years many dictators and revolutions
- 1823—Independence, from 1823 to 1944 ruled by four dictators
- 1970—virtual civil war between right wing and leftist extremists; Colonel Calos Anana elected president
- 1976—violent earthquake
- 1978—General Fernando Romero Lucas Garcia named president, race limited to military candidates
- 1981—Human Rights Commission of the Organization of American States found that Lucas Garcia regime responsible for "great majority" of political murders—11,000 in 1981
- 1982—General Jose Efrain Rios Montt proclaimed himself president
- 1990—in a state of near anarchy; Jorge Serrano Elias elected president
- 1993—civilian government took office; Ramiro de Leon Carpio elected president; country remains unstable
- 1995—Alvaro Enrique Arzie elected president - known for honesty and integrity - 39% voted

GENERAL INFORMATION

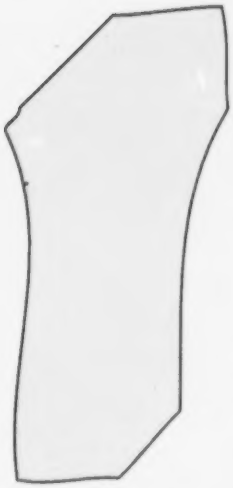
- Ancient Maya ruins found throughout the country
- Overpopulated, more population than any other Central American country
- women of each Indian group weave cloth that is different in color and pattern than any other village
- People called Guatemaltecas
- Two distinct cultures: Christian and Spaniards, living in cities and rural Ladinos and pure Indians, living in poverty in east; little contact between the two groups
- Too few schools, terribly crowded and with few materials; about 50% of the people are illiterate
- Economic progress of Mayans who have converted to evangelical (fundamentalist) Protestantism is remarkable

FOR INFORMATION

Embassy of Guatemala
Ms. Magdalena Toriello, counselor
2220 R St. NW
Washington, DC 20008
1-202-745-4952

MEXICO AND CENTRAL AMERICA - 5

3—BELIZE (formerly BRITISH HONDURAS)



1. Guatemala, west and south; Mexico, north
2. 8,866 square miles
3. North: 18°N; south: 16°N
4. Sea level to Victoria Peak 3,681'
5. Tropical with rainy season from July to January; coastline relieved by pleasant sea breezes
6. Low coastal plain facing Caribbean Sea; terrain slowly rises toward interior low mountains with pine forests and pasture lands; offshore is longest barrier reef in Western Hemisphere
7. Rich forests (nine-tenths of land) many of them depleted
8. 220,000 (est.): African, 65%; balance of population are Mestizo, Creole, those of Mayan ancestry, European
9. English
10. Belize (formerly British Honduras)
11. Belize dollar—U.S. $2,750
12. Colony given independence in September 1981; Guatemala refused to acknowledge the country's independence and Britain maintained troops for security; dispute with Guatemala settled in late 1992
13. Belmopan
14. Stann Creek Town, Orange Walk Town, Belize City

15. Roman Catholic, Anglican Protestant, Voodoo
16. Oranges, sugar cane, marijuana and cocaine (which cause problems with the U.S.) crops virtually eliminated in 1984 by spraying program
17. —
18. Tourism is increasing
19. Sugar, citrus fruits, lobster, shrimp, forest products
20. Drug trafficking; gang violence, especially in Belize City; encourage tourism and retirement settlement from other countries

MEXICO AND CENTRAL AMERICA - 6

HISTORY

- 1502—Columbus sailed along its coast on fourth trip
- 1636—first visitors were British log cutters, illegally harvesting timber
- 1786—treaty gave Great Britain the rights to log the area.
- 1821—Guatemala won independence from Spain and claimed the land
- 1849—'49ers used as route to California
- 1954—began steps to self government; hurricane destroyed most of Belize City, killing 300 and leaving thousands homeless
- 1970—independence planned; held up by problems with Guatemala
- 1973—name changed from British Honduras
- 1989—government of George Price returned to power; popular prime minister
- 1990s—drug trafficking from Colombia to U.S. became a problem
- mid-1992—Criminal Justice Act adopted; attempt to decrease crime and drug trafficking
- 1992—Guatemala formally recognized Belize
- 1993—Manuel Esquivel became prime minister
- 1994—January 1st - British troops left - security became responsibility of Belize Defense Force

GENERAL INFORMATION

- Land in question with Guatemala is believed to be rich in oil deposits.
- Many ruins of Mayan temples, numbering about 700
- Once sheltered buccaneers
- Belize City is considered dangerous
- Second longest barrier reef in the world
- Excellent fishing, sailing, and other water sports
- Unusual wildlife

FOR INFORMATION

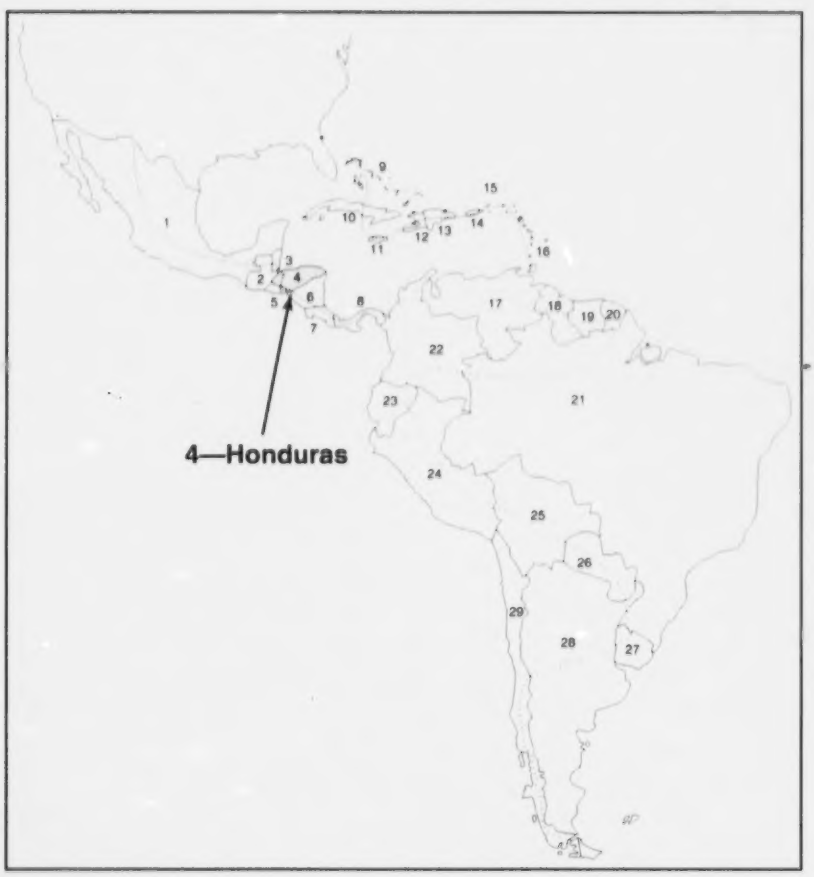
Belize Tourist Bureau
15 Penn Plaza, 415 Seventh Ave.
New York, NY 10001
1-212-268-8798

Embassy of Belize
3400 International Dr., NW #2J
Washington, DC 20008

MEXICO AND CENTRAL AMERICA - 7

4—HONDURAS

1. Nicaragua, southeast; El Salvador, south; Guatemala, west
2. 43,266 square miles
3. North: 16°N; south: 13°N
4. Sea level to peaks approaching 8,000' near Tegucigalpa
5. Coastal lowlands: hot, muggy; mountains: warm days, cool nights; average temperature 80°
6. Mountainous interior with enclosed coastal plains in north extending inland about 75 miles; Mosquito Coast which is largely swamp and unexplored jungle; Lake Yojoa is extinct volcanic crater
7. Fertile soil, lumber, minerals
8. 5.3 million: Mestizo, 90%; African, 5%; Indian, 4%; European, 1%
9. Spanish plus Indian dialects
10. Republica de Honduras
11. Lempira—U.S. $750
12. Republic
13. Tegucigalpa
14. San Pedro Sula, Puerto Cortes, Santa Rosa de Copan, La Ceiba, El Progreso, Choluteca



15. Roman Catholic
16. Coffee, tobacco, bananas, cotton
17. Beef and dairy cattle
18. Food processing, textiles, wood products, chemicals, kapok, mining
19. Bananas, coffee, lumber, meat, petroleum products
20. Poverty; lack of schools and medical facilities; inequality of wealth—only 22% of land is arable and is controlled by 667 families—.3% of population and by two U.S. banana firms); reorganization of agricultural practices; increase tourism

MEXICO AND CENTRAL AMERICA - 8

HISTORY

- Prehistoric—Mayan Indians
- 1502—Columbus landed on Cape Honduras
- 1539—Spanish settlement began; pirates attacked
- 1849—'49ers' overland route to California
- 1940s—Salvadorans fleeing their homeland settled illegally, mass deportation of 17,000 created tension between two countries
- 1969—dispute with Nicaragua regarding Mosquito Coast
- 1971—Ramon Ernesto Cruz elected president; ousted in a coup in 1975
- 1981—Roberto Suazo Cordova elected president; tried to overcome backwardness, declining economy, and growing security problems, more than 25,000 Salvadoran refugees flooded country
- 1980s—political unrest; Nicaraguan rebels used Honduras as base for military attacks
- 1984-1988—U.S. increased military commitment to Honduras
- 1988—lower coffee prices because of surplus
- 1989—Rafael Leonardo Callejas became president
- 1994—Carlos Roberto Reina elected president

GENERAL INFORMATION

- Second poorest nation in Western Hemisphere (Haiti is first); one-third are illiterate
- Name means depths, named by Columbus because of deep waters off coast
- Mayan archeological sights
- Bananas grow wild throughout country, commercially along a 60- to 70-mile coastal strip
- Mobile schools travel to groups of children
- Classic example of a "banana republic" with a small aristocracy, almost no middle class, and a large peasant population
- Most of nation's farmland Is controlled by United States-owned banana firms
- Planned development of huge forest areas into lumbering, sawmills and pulp-processing plants, partially financed with Venezuelan "petrodollars"

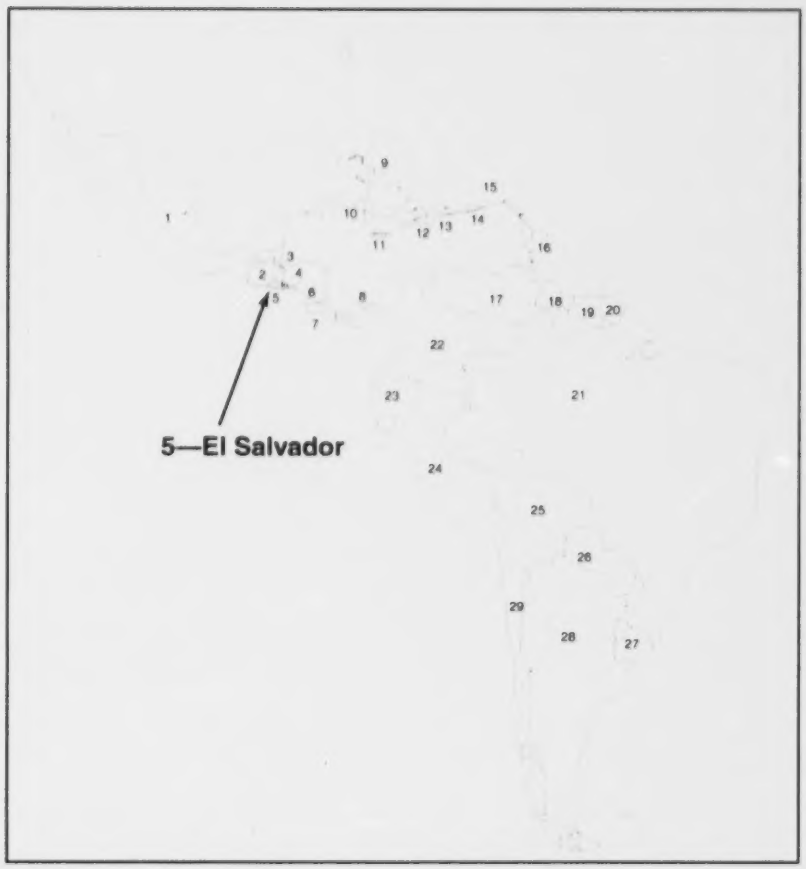
FOR INFORMATION

Embassy of Honduras
His Excellency Rene Arture Bendana-Valenzuela
3007 Tilden St. NW
Washington, DC 20008
1-202-966-7702

MEXICO AND CENTRAL AMERICA - 9

5—EL SALVADOR

1. Honduras, north and east; Guatemala, west
2. 8,260 square miles
3. North: 14°N; south: 13°N
4. Sea level to Monte Cristo 7,933'
5. Tropical in coastal plain, hot and wet; temperate at higher altitude
6. Narrow coastal strip rises to tropical lowlands; two low mountain ranges running parallel to coast with broad plateau of gently rolling lands between them; active volcanoes; frequent earthquakes
7. Fertile soil, forests, small deposits of minerals, hydroelectric power, shrimp and lobsters from the offshore waters of the Pacific Ocean
8. 6.3 million (est.); mestizos, 92%, white, 5%, Indian, 3%
9. Spanish; dialect of Nahua, the Pipil Indian language
10. Republica de El Salvador
11. Colon—U.S. $1,400
12. Republic
13. San Salvador
14. Santa Ana, San Miguel, Nueva San Salvador (Santa Tecia), Delgado, Mejicanos



15. Roman Catholic
16. Coffee, sugar cane, cotton, corn
17. Beef and dairy cattle
18. Food processing, textiles, chemicals, cigarettes, leather goods—most highly industrialized nation in Central America, but borders closed because of political unrest
19. Coffee, sugar, cotton
20. Finding solution to revolution; establishing a stable government; distributing wealth fairly; unemployment; poverty; lack of schools; unstable family life

MEXICO AND CENTRAL AMERICA - 10

HISTORY

- Pipil tribe—descendants of Toltec and Aztec—called land Cus Catlan (land of jewels)
- 1524—discovered by Pedro de Alvarado, one of Cortes' soldiers
- 1500s-1800s—Spanish colony
- 1821—Independence from Spain; joined United Provinces of Central America which collapsed in 1838
- 1841—Independence
- 1900s—government became more stable with wealthy landlords in power
- 1931—General Maximiliano Hernandez Martinez ruled as dictator until revolution
- 1944—Revolution
- 1956—Colonel Jose Maria Lemus won presidency; banned free speech; imprisoned opponents
- 1960—culture of violence gripped country
- 1962—new constitution adopted
- 1969—four-day war with Honduras
- 1970s—protests broke out
- 1980—Jose Napoleon Duarte appointed president by junta (military leaders)
- 1981—rebel leftists fought in civil war; many civilian casualties; unstable government; United States supplied aid; atrocities on both sides
- 1986—earthquake struck San Salvador—1,020 deaths
- 1992—cease fire; life returning to normal
- 1994—Armando Calderon Sol elected president

GENERAL INFORMATION

- Small, most crowded country in Western Hemisphere
- Only Central American country without Caribbean seacoast
- Grows balsam of Peru, a thick sweet-smelling syrup used in cough syrup
- Izalco, in southwest, called "lighthouse of the Pacific" by sailors, bright flame or white smoke seen far out to sea
- Has perhaps the most beautiful churches found in Latin America
- People devote a full 12 days annually to a festival in honor of their Christian namesake
- Ancient ruins of Mayan civilization
- Ranks among the top five coffee producers in the world
- El Salvador means "The Savior"

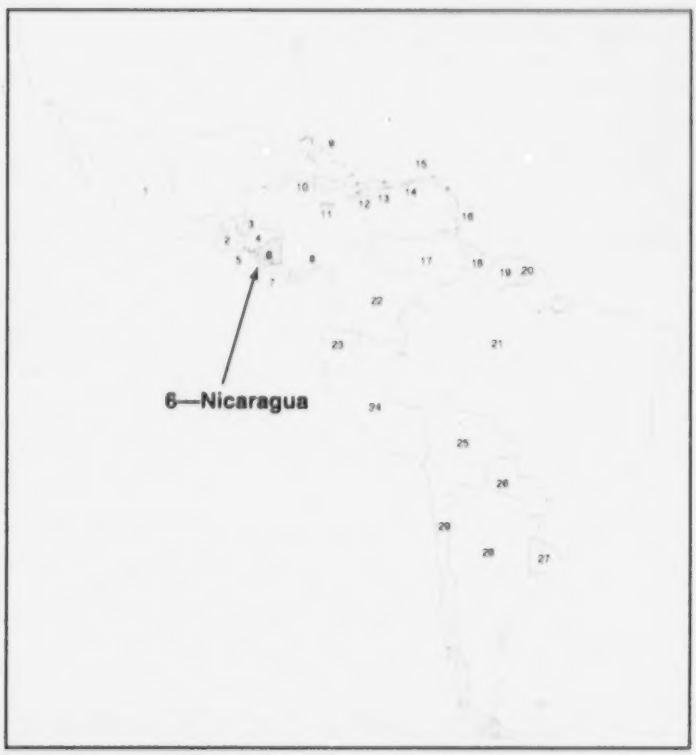
FOR INFORMATION

Embassy of El Salvador
His Excellency Miguel Salaverria
2308 California St., NW
Washington, DC 20008
1-202-265-9671

MEXICO AND CENTRAL AMERICA - 11

6—NICARAGUA

1. Honduras, north; Costa Rica, south
2. 59,163 square miles
3. North: 15°N; south: 11°N
4. Sea level to three volcanoes reaching to some 5,000'
5. Tropical: hot, seldom below 75°; rainfall is heaviest in world along Mosquito Coast on Caribbean Sea; mild temperature In central valley because of altitude
6. Highlands and mountains along western border sloping gradually toward Mosquito Coast; some lowlands on Pacific side; two large lakes, Nicaragua and Managua; many active volcanoes; many rivers
7. Fertile soil, number of large forests, great mineral wealth in gold and silver
8. 4.2 million (est.): Mestizo (Spanish and Indian), 69%; white, 17%; blacks, 9%, Indian, 5%
9. Spanish plus English and Indian dialects
10. Republica de Nicaragua
11. Cordoba—U.S. $400
12. Far from democratic, even though elections were held in 1990; leftists Sandinistas overthrown; inspectors stationed at polling spots; new president is not fulfilling election promises
13. Managua
14. Masaya, Leon, Granada



15. Roman Catholic
16. Cotton, coffee, sugar, banana
17. Cattle
18. Light industry developed before the revolution now halted by nationalization; inefficient and unknowledgeable management
19. Banana industry developed plant disease and was moved to west coast; U.S. embargo serious threat; 1986-1989 only bananas were exported and they went to Soviet Union and Eastern Europe; coffee, cotton, sugar
20. Government is in trouble; reforms desperately needed; poverty; unemployment

MEXICO AND CENTRAL AMERICA - 12

HISTORY

- Prehistoric—several Indian tribes
- 1502—Columbus landed at mouth of San Juan River
- 1522—expedition from Panama explored and started settlements; pirates
- 1687—Mosquito Coast given to English until 1780s
- 1849—'49ers used it as route to California
- 1856—adventurer Tennessee Walker took over; British and Americans drove him out
- 1912—country so unstable United States sent Marines there to maintain order
- 1979—Sandinistas took control; revolution against Somoza regime; he left behind very little in national treasury and a huge foreign debt
- 1981—U.S. suspended all aid to Nicaragua
- 1982—established closer ties with communist-bloc nations; U.S. gave Sandinistas a list of proposals for improved ties; human rights violations sharply increased; asked for economic help
- 1985—contras (literally "againsts") came into being; Sandinistas received military equipment from Soviets
- 1990—elections held: surprisingly Violeta Barrios de Chamorro elected; Sandinistas and contras disbanded; rolls of unemployed rose to more than 50%; she choose some unwise assistants
- 1992—U.S. appropriated aid despite the fact that none of the basic problems were being dealt with
- 1994—elections to be held in October 1996

GENERAL INFORMATION

- Largest country in Central America
- Somoza (father) did a great deal of good, brought stability, was assassinated in 1956
- Somoza (son) owned a quarter of good farmland and had accumulated $500,000,000 by the time of the revolution
- Half of the population does not know how to read or write
- Canal was almost built along southern border rather than in Panama (United States holds rights to build another canal, still a possibility)
- Lake Nicaragua, once a bay of the Pacific, is one of the world's few freshwater lakes containing sawfish and man-eating sharks.
- Music derived from Spanish-Moorish conquerors
- Short journey out of capital to view traditional Mestizo comedy performed in a combination of Hahuatl (Indian dialect), Spanish, and Mangue (Indian dialect)

FOR INFORMATION

Embassy of Nicaragua—His Excellency Ernesto Palazio
1627 New Hampshire Ave. NW
Washington, DC 20009 *1-202-939-6570*

MEXICO AND CENTRAL AMERICA - 13

7—COSTA RICA

1. Nicaragua, north; Panama, southeast
2. 19,674 square miles
3. North: 11°N; south: 8°N
4. Sea level to 12,500' Mt. Irazu
5. Coastal lowlands are hot and tropical, with heavy rains from April to December; valley of central highlands is temperate with moderate rains during the wet season, average temperature 59°-79°
6. Three distinct regions: Atlantic coastal plains—wet, swampy east coast; central highlands (populated central area); and Pacific lowlands—west coast is drier than Atlantic coastal plains
7. Fertile soil, dense forests
8. 3.3 million (est.); Spanish-European, 80%
9. Spanish
10. Republica de Costa Rica
11. Colon—U.S. $2,800
12. Republic, strong democratic tradition; however, most wealth controlled by very few
13. San Jose
14. Puerto Limon, Cartago, Golfito, Puntarenas

15. Roman Catholic
16. Coffee, bananas, cacao, rubber, cotton
17. Cattle (in northwest)
18. Processing agricultural products, textiles, printing
19. Coffee, bananas, sugar, cacao
20. Elimination of corruption; unnecessary restrictions of foreign investment; increase tourism; eliminate habit of economic isolationism by elite; country is relatively prosperous and has fairly high standard of living

MEXICO AND CENTRAL AMERICA - 14

HISTORY

- 1502—Columbus discovered; brother Bartholomew established colony near Limon
- 1522-1821—part of the viceroyalty of New Spain
- 1821—gained independence from Spain
- 1950s—banks nationalized, new hydroelectric dam, land and industries developed with government assistance
- 1980—financial problems; international lenders cut off credit
- 1982—Alberto Monge elected president; austerity measures
- 1984—armed conflicts in neighboring Nicaragua and El Salvador
- 1986—government on brink of bankruptcy; U.S. gave money and military advisers; elected Oscar Arias Sanchez, architect of peace plan for Central America; he received Nobel Peace Prize
- 1988—Sanchez succeeded by Rafael Angelo Calderon
- 1991—severe earthquake in Limon
- 1994—Jose Maria Figueras elected president

GENERAL INFORMATION

- Name means "rich coast" in Spanish
- 30% of budget spent on education; highest literacy rate in Central America (93%—greater than in the United States)
- Active volcanoes
- National symbol: brilliantly decorated ox cart, similar to those found in Spain and Portugal
- Spectacular train journey from San Jose to Limon
- Tourism underdeveloped; room for many more luxury resorts on west coast

FOR INFORMATION:

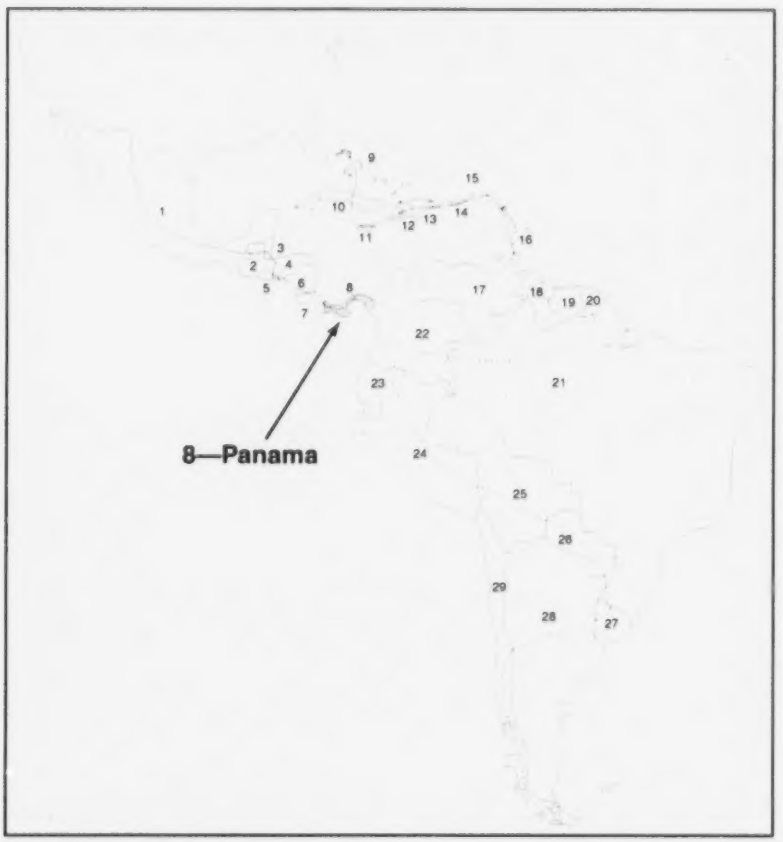
Costa Rica National Tourist Bureau
1100 Brickell Ave., BIV Tower #801
Miami, FL 33131
1-800-327-7033

Embassy of Costa Rica
1825 Connecticut Ave., NW #211
Washington, DC 20009

MEXICO AND CENTRAL AMERICA - 15

8—PANAMA

1. Colombia, southeast; Costa Rica, northwest
2. 28,745 square miles
3. North: 10°N; south: 8°N
4. Sea level to 11,397' Volcan Baru
5. Hot, almost no seasonal changes; 150-inch rainfall per year on Caribbean side to 68 inches on Pacific side; cooler in mountains and hills
6. Three land regions: Central Highland, coastal lowlands, (called Atlantic Lowland), and Pacific Lowland. Panama Canal cuts through center of country dividing land into eastern and western sections; swamps and jungles east of canal.
7. Construction materials such as lime, sand, crushed stone; undeveloped copper deposits, rich forests
8. 3 million (est.): mixed population of Mulatto, 72%; African, 14%; European, 12%; Indian and other, 2%
9. Spanish and English
10. Republica de Panama
11. Balboa—U.S. $2,700
12. Republic



13. Panama City
14. Colon, David, Las Cumbres, San Miguelito
15. Roman Catholic
16. Bananas, cacao, coffee, sugar cane, tobacco
17. Cattle, chickens, hogs
18. Panama Canal, beer manufacture, cement, cigarettes, food processing, oil refineries
19. Banking center; exports are bananas, shrimp, and apparel
20. Must learn to handle the Panama Canal independently by withdrawal of the U.S. in 2,000-preparations inadequate at this time; need to develop resources

MEXICO AND CENTRAL AMERICA - 16

HISTORY

- Prehistoric—Castilla del Oro Indians
- 1500s—raided by Sir Francis Drake and pirate Henry Morgan; originally part of Colombia
- 1501—Rodrigo de Bastidos, first white man
- 1509—colonists
- 1513—Balboa was governor; saw Pacific Ocean; starting point for conquering Incas
- 1821—broke away from Spanish rule and became province of Colombia
- 1848—Gold Rush in California caused rush of people through country; railroad was built
- 1880—French tried to build canal
- 1903—declared independence from Colombia
- 1914—canal finished by United States
- 1950s—government changed hands often
- 1968—Brigadier General Omar Torrijos Herrera took control and ruled as a dictator
- 1977—plans made to become self-governing by 2000
- 1979—Canal zone transferred to Panama
- 1987—General Manuel Noriega became leader; U.S. indicted him on drug trafficking charges, imprisoned him in the U.S.; Endara named president and a new government formed
- 1994—Ernesto Perez Balladares elected president

GENERAL INFORMATION

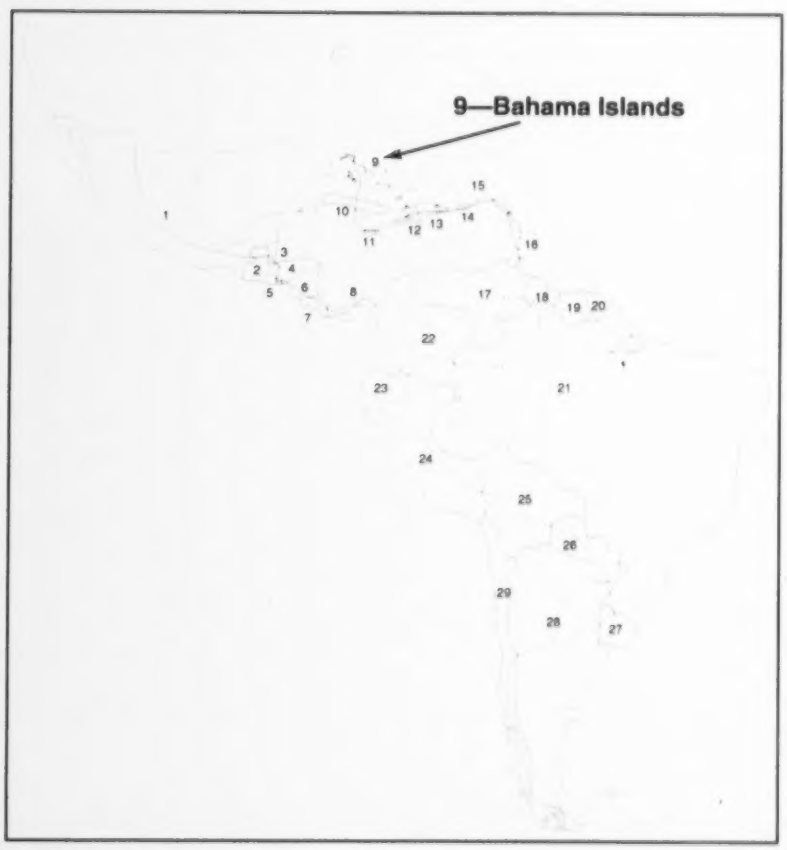
- Called "Crossroads of the World"
- International blend of cultures
- People cling to folk dances and costumes of the colonial period; heavily influenced by West Indian songs and rhythms; few true Panamanians; melange of Aden, Hong Kong, or Macao
- When you enter the canal on the Caribbean Sea, you are farther west than when you leave the canal on the Pacific side.
- Ruins of church built in 1537, destroyed by Henry Morgan, in city of Panama
- A quarter of the population can't read or write
- Many archeological sites
- Word Panama means fisherman or plenty of fish in Indian
- Native Indians in rural areas are for the most part isolated from political and economic centers of the nation

FOR INFORMATION

Embassy of Panama
His Excellency Jaime Ford Boyd
2862 McGill Terrace NW
Washington, DC 20008
1-202-483-1407

9—BAHAMA ISLANDS

1. Islands stretch for 800 miles from southeast of Florida to northeast of Cuba
2. 5,389 square miles
3. North: 27°N; south: 21°N
4. Mainly sea level
5. Tropical, but blessed with gentle, prevailing breezes which turn the hot, sunny days into pleasant evenings after the sun goes down; hurricanes June to October
6. 700 islands—only 35 are inhabited—and islets and reefs of rock and coral sand; more than 2,000 cays; New Providence Island has slightly more than half the nation's population
7. Some bauxite and fishing; generally pleasant weather for tourism
8. 250,000 (est.): African, 80%; white, 10%; mixed, 10%
9. English
10. Bahamas
11. Bahamian dollar—U.S. $14,000
12. British Commonwealth nation represented by a governor general and a prime minister
13. Nassau
14. Freeport, West End, Marsh Harbour, Governor's Harbour, Clarence Town



15. Protestant
16. "Double cropping" makes food plentiful so that only small amounts are imported; tropical fruits are exported
17. Cattle
18. Tourism; international banking; gambling casinos; transshipment terminal for oil tankers; end of status as tax-free haven for rich accounts have moved to Cayman Islands
19. Tropical fruit, rum, salt, fish
20. Drug trafficking; Bahamas very prosperous; prices are high; few problems that affect other Latin American countries

WEST INDIES - 2

HISTORY

- Prehistoric—Arawak Indians
- 1492—first sighted by Columbus; named San Salvador
- 1647—settled by former governor of English island of Bermuda for greater religious freedom
- 1600-1700s—pirate bases until first permanent royal governor came to island in 1717
- 1776—American revolutionary force took over islands
- 1783—restored to Britain
- 1940-45—Duke of Windsor, former King Edward VIII, governed
- 1973—became independent nation within British Commonwealth
- 1977—Lynden O. Pindling elected Prime Minister
- 1992—Hubert Ingraham elected Prime Minister, ending Pindling's 27-year rule

GENERAL INFORMATION

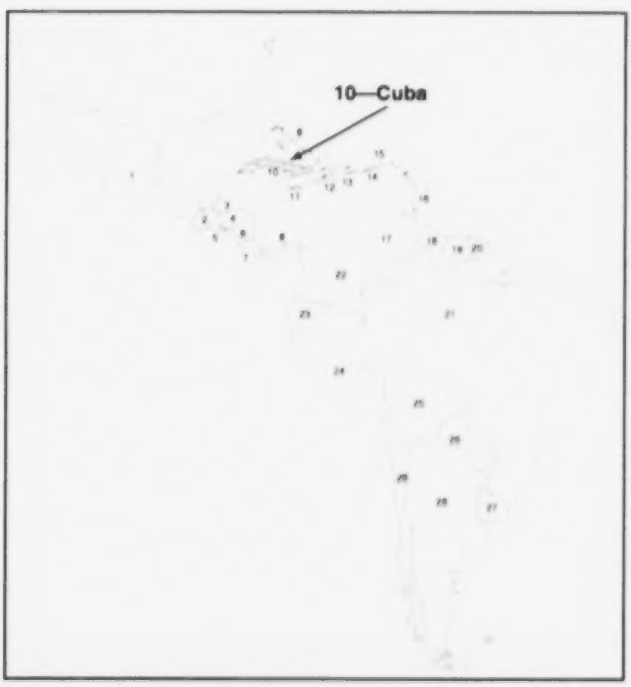
- Within 20 years of discovery Arawak Indians had disappeared
- Important to the Confederacy during Civil War—cotton was traded for ammunition and medical supplies
- During prohibition served as a supply for American "rum-runners"
- Many festivals, including Junkanoo, a Mardi Gras-like carnival during Christmas week
- Goombay, an exclusively Bahamian musical sound, blends a combination of goatskin drums, maracas, and saws scraped with nails—fast-paced, exciting, and nonstop rhythm
- Many things for tourists to do
- New economic policies have caused so-called suitcase companies to move from the Bahamas to the Cayman Islands where taxes are still low

FOR INFORMATION

Bahama Tourist Office
150 East 52nd St., 28th Floor
New York, NY 10022
1-212-758-2777

10—CUBA

1. Island 90 miles south of Florida, 90 miles north of Jamaica, east of Mexico's Yucatan peninsula, 40 miles west of Haiti
2. 44,217 square miles—with the Isle of Pines, 45,397 square miles
3. North: 23°N/Tropic of Cancer; south: 20°N
4. Sea level to 6,560' Mt. Turquimo
5. Tropical with little daily or seasonal change; cooled by trade winds; rainy season May to October; hurricane season July to October
6. Half of island is flat or rolling land, balance is hilly or mountainous; Sierra Maestra range at southeast end, Trinidad Mountain in central Cuba, Sierra de Los Organos range in west; rivers too short and shallow in dry season; many sheltered bays; protected harbors; coral islands; largest and most westerly of the Greater Antilles Islands; Guatanamo Bay legally a part of the United States
7. Excellent soil, adequate rainfall, minerals, lumber
8. 11.3 million (est.): Mulatto, 51%; white, 37%; black, 11%; other, 1%
9. Spanish
10. The Socialist Republic of Cuba (but in Spanish)
11. Peso—U.S. $350
12. Communistic; Fidel Castro, leader



13. Havana
14. Santiago de Cuba, Comaguez, Cienfuegos, Guantanamo
15. Previously Roman Catholic
16. Bananas, tobacco, sugar, cacao, citrus, fruits, henequen, coffee
17. Cattle
18. Cigarettes, cigars, processed foods, refined sugar, rum, textiles
19. Sugar; minerals; tobacco
20. Stabilizing government and economy; opening up to the rest of the world; passing the government on after Castro steps down or dies; Fidel Castro Ruz appears to be falling into deeper paranoia (referred to as El Loco); migration to the United States; elimination of black market for goods; starvation; poverty

HISTORY

- Prehistoric—Arawak Indians
- 1492—Columbus landed on north coast
- 1492-1898—part of viceroyalty of New Spain, then a Spanish crown colony; became richest colony in West Indies; often raided by Dutch, French, and British pirates
- 1762—British captured Havana; returned it to Spain under Treaty of Paris
- 1812—slaves revolted; 10-year war; slavery abolished in 1886
- 1898—revolted against Spain; battleship *Maine* sunk, United States entered war and established military government
- 1901—adopted constitution; Palma elected first president; troops left ... revolution ... troops returned; period of many changes
- 1933—Fulgecio Batista y Zaldivar ruled as ruthless dictator
- 1959—revolution; Castro became leader, announces communistic leanings
- 1961—Cuba exiles unsuccessfully attempt to invade Cuba
- 1962—Russians set up missiles pointed toward U.S.; President Kennedy orders blockade of Cuba and Russia removes missiles
- 1980—Castro allowed 110,000 refugees to leave Cuba but took back the insane, criminals, etc.
- 1986—Gorbachev, of the Soviet Union, visited Castro
- 1991—economic disaster - embargo by United States - becoming a starving nation
- 1995—Tourist industry improving - Canadians, Mexicans, and Europeans

GENERAL INFORMATION

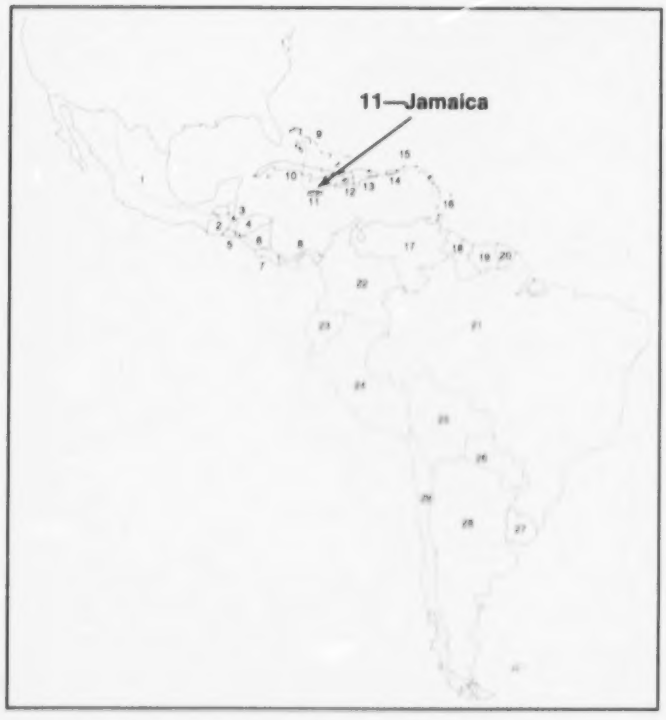
- Spanish regime neglected Cuba throughout the colonial period; at time of independence less than five percent of the arable land was under cultivation
- During the Spanish-American War, Teddy Roosevelt and his Rough Riders landed along with the Buffalo Soldiers.
- Yellow fever controlled by Cuban Carlos Finlay and U.S. Army doctor Walter Reed
- Tourism important industry; Castro attempting to revive it
- Many dances—rumba, mambo, congo; African influenced songs and dances
- Spanish regime neglected Cuba throughout the colonial period; at time of independence, less than five percent of the arable land was under cultivation
- Many problems not the fault of the Castro regime; tobacco industry was devastated by the blue mold disease, workers were thrown out of work in cigar factories; 25% of the sugar cane crop has been ruined by sugar rust fungus; swine fever has broken out in part of the island
- Until recently, Mexico and Spain continued aid after downfall of Soviet communism
- Cuban culture has been eradicated by communism

FOR INFORMATION

No travel or embassies; no diplomatic relations
Cuba Mission to the United Nations
New York, NY 10017

11—JAMAICA

1. 100 miles south of Cuba, 100 miles west of the southwestern tip of Haiti
2. 4,470 square miles
3. North: 19°N; south: 18°N
4. Sea level to 7,402' Blue Mountain
5. Rain year round, May and October wettest with 77" average; 80°-85° year round on coast and central part of country (40°-45° in mountains); ocean breezes and trade winds keep it cool
6. 148 miles long, 52 miles wide—resembles a turtle with east-west mountain range forming turtle back; high mountains, colorful flowers, soft breezes, waterfalls, streams and springs
7. Richest known source of bauxite (aluminum) in world, other minerals (gypsum, lead), fertile soil, salt
8. 2.55 million (est.): African and mulatto, with a very small European minority—prominently Chinese and East Indian
9. English—a distinct variety spoken with a very rhythmic pattern
10. Jamaica
11. Jamaica dollar— U.S. $1,500
12. Republic
13. Kingston
14. Montego Bay, Port Royal, Spanish Town, Lucea
15. Protestant (Anglican), Roman Catholic, other Protestant sects



16. Sugar cane, coffee, bananas, tropical fruits, citrus fruits, cacao, spices, molasses, tobacco, winter vegetables
17. —
18. Tourism, bauxite mining, sugar factories, distilleries, cigars and cigarettes, cocoa, matches, paint, shoes, molasses, rum
19. Alumina (partially refined bauxite), bauxite, sugar, bananas and other tropical fruits, winter vegetables, exported labor (fruit pickers to U.S.)
20. Need for stable government; high unemployment; narcotics trade needs to be abolished; poverty; inflation; high crime rate that discourages tourism (except at resorts)

HISTORY

- Prehistoric—Arawak Indians
- 1494—Columbus saw it, but didn't try to settle it or develop it
- 1509—settled by Juan de Esquivel; Arawak people were rapidly exterminated and Negro slaves were imported to provide labor
- 1655—invaded by England and conquest completed by 1660; received legal possession of island in 1670
- 1670—refuge of pirates and buccaneers who maintained headquarters at Port Royal; English officially opposed raiders but did little to stop it
- 1672-1807—one of world's largest slave markets; had three million slaves working on sugar, indigo, and cacao plantations
- 1807—prohibition of slave trade; slavery abolished
- 1821—freedom of the Spanish colonies
- 1833-1838—abolition of slavery
- 1944—establishment of dominion status
- 1962—independence granted; now a member of the British Commonwealth
- 1972—Michael Manley, president, many reforms plus established economic and political ties with communistic countries
- 1982—Edward P.G. Seaga became prime minister; devaluated currency
- 1989—Manley's party captured 44 House seats
- 1993—elections held and deputy prime minister Percival James "P.J." Patterson became new prime minister; first post-independence black prime minister; he may be able to get Jamaica on track if "fun" lifestyle of the people does not hold him back

GENERAL INFORMATION

- Sir Henry Morgan, buccaneer, served as lieutenant governor 1674-1683
- Violent earthquake destroyed Port Royal in 1692; Kingston founded
- People adopted the culture of the former British rulers
- African heritage confined to music, dance, and fondness for brightly colored clothing
- Reggae rhythms plus Calypso melodies from Trinidad have become part of the popular music, as has the use of the steel drum bands; thriving recording industry; international acclaim
- National Dance Theater and Jamaica Folk Singers take country's dance and song abroad
- Local artists, potters, sculptors, and weavers produce outstanding works
- Broad expanse of palm-lined beaches washed by crystal-clear waters
- Underused potential in tourism; thieves and pickpockets; parts of Kingston off limits; resorts have little risk; U.S. State Department issued travel advisory in 1991 because of crime

FOR INFORMATION

Embassy of Jamaica—His Excellency Richard Leighton Bernal
1850 K St. NW, #355
Washington, DC 20006
1-202-452-0660

12—HAITI

1. Occupies western third of the island of Hispaniola—shared with Dominican Republic—Cuba to the west
2. 10,711 square miles
3. North: 20°N; south: 18°N
4. Sea level to 8,783' Pic La Selle
5. Tropical: moderate at higher elevations; rainy season from May to December; mountains that divide the two countries prevent the moisture-laden trade winds from reaching Haiti, thus the lands are drier
6. Four-fifths of land is covered with mountains (Massif du Nord, Massif de la Selle and Massif de la Hotte—running from east to west); narrow coastal plains; river valleys are arable, irrigation necessary in many areas
7. Fertile land, forests, mineral deposits (copper, bauxite, ornamental building stone called porphyry)
8. 6.9 million (est.): Africans, 90%; African-European, 10%
9. French, Creole—mixture of French and African spoken by almost all Haitians
10. Republique d'Haiti
11. Gourde—can't be measured, but is negligible
12. Duvalier family's dictatorship overthrown in 1986; political unrest; elections held in 1990
13. Port-au-Prince
14. Port-de-Paix, Saint Marc, Jeremie, Les Cayes, Cap-Haitien, Gonaive

15. Roman Catholic; voodoo—variety of animism similar to African native religions, but with greater emphasis on mysticism
16. Coffee, sugar, cotton, bananas, sisal (plant fiber used in making rope), cacao
17. Chickens, pigs, goats for domestic use
18. Electronic assembly, finishing of leather goods, tourism, mahogany handicraft, few cotton mills, light industrial products
19. Coffee, sugar, sisal, woven handicrafts and textiles
20. Curing long tradition of corruption caused by Duvalier family; drug trafficking into U.S.; redistribution of wealth; political unrest; corruption; poverty; overpopulation

HISTORY

- Prehistoric—Arawak Indians
- 1492—discovered by Columbus; remained under Spanish control for the next 200 years, but, because of limited number of settlers, Spanish ignored it and it became a popular base for French-speaking pirates
- 1697—ceded to France and became one of that country's most profitable colonies; African slaves had been brought in by the Spanish and their number increased during French rule
- 1801—L'Ouverture, a slave, seized colony, proclaimed himself governor; French left, then returned, captured him and imprisoned him in France
- 1804—L'Ouverture's generals won independence from France
- 1806—country divided
- 1820—seized Dominican Republic; won freedom in 1844
- 1915—American troops landed to protect American interests
- 1950—new constitution
- 1957—Dr. François "Papa Doc" Duvalier elected president
- 1964—Duvalier declared himself dictator
- 1970-present—large number of Haitians sought refuge in U.S.
- 1971—Jean Claude Duvalier (son) declared himself president and dictator for life
- 1986—revolution; Duvalier forced to leave; new constitution
- 1987—presidential election halted by terrorists held in 1988
- 1990—Joseph Nerette, interim (provisional) president, installed by military, 1991 President Jean Bertrand Aristide was ousted
- 1992—thousand of Haitian "boat people" arrived in United States
- 1994—Aristide returned to office
- 1995—Rene Preval elected president - situation unstable

GENERAL INFORMATION

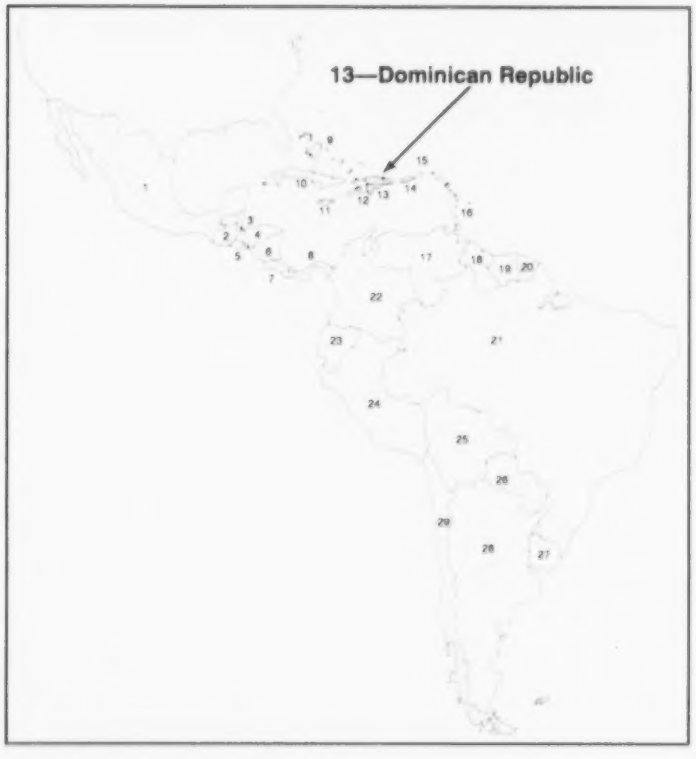
- Arawak Indians treated badly and died out from disease and overwork
- Word "Haiti" comes from Indian word meaning high lands
- Columbus discovered rubber in Haiti and took it back to Spain
- First Negro republic
- Most densely populated country in Western Hemisphere
- Inhabitants work together to help each other plant and harvest; also they work to the beat of drum, thus turning work into festival called coumbite
- Duvalier ruled Haiti by a combination of superstition and brutality as he was a devoted voodoo practitioner
- Practice voodoo, a type of animism with African roots with many spirits and deities, powers of evil and good spirits; beliefs reflected in handicrafts
- Speak language called Creole, a blend of French, Spanish, English, and Dutch, with basis in African dialects and tongues

FOR INFORMATION

Embassy of Haiti—His Excellency Jean Casimir
2311 Massachusetts Ave. NW
Washington, DC 20008
1-202-332-4090

13—DOMINICAN REPUBLIC

1. Occupies eastern two-thirds of island of Hispaniola, shared with Haiti, 575 miles southwest of Miami, next island to the east is Puerto Rico
2. 18,811 square miles
3. North: 20°N; south: 18°N
4. Sea level to highest point Pico Trujillo, 10,249'; Lago Lake de Enriquillo, 150' below sea level
5. Lies in tropics; warm climate especially along coast, but is cooled by sea breezes (trade winds); rainy season, May to November
6. Four mountain ranges run east and west: Cordillera Septentrional in north, Cordillera Central in center, Sierra de Neiba and Sierra de Bahoruco in south; rich valleys lie between ranges, largest is Cibao in northern part of country; eastern section is called Vega Real
7. Rich soil, forests, minerals—bauxite
8. 8 million (est.): mixed European, African, and Indian origin, 73%; white, 16%; Negro, 11%
9. Spanish, also small number French-speaking and English-speaking
10. Republica Dominicana
11. Peso—U.S. $1,200
12. Republic
13. Santo Domingo
14. Puerto Plata, La Vega, Barahona, La Romana



15. Roman Catholic
16. Bananas, sugar cane, cacao, coffee, tobacco, rice, citrus fruits
17. Cattle
18. Baskets, cement, cigarettes, glassware, leather goods, peanut oil, pottery, rum, soap, textiles, garments, chocolate, preparing sugar for export (mills owned by U.S. interests), tourism
19. Sugar, bananas, coffee, tobacco, cacao, nickel, gold, silver, textiles, clothing, bauxite, salt, gypsum
20. Low wages; unemployment high; poverty; redistribution of wealth; comparatively stable; overpopulation

HISTORY

- Prehistoric—Arawak Indians
- 1492—Columbus discovered and claimed for Spain, called it Santo Domingo
- 1496—first permanent European settlement in Western Hemisphere; part of viceroyalty of New Spain; frequently attacked by pirates
- 1697—French received colony from Spain; Spain got Haiti
- 1808—revolted against French and returned to Spanish rule
- 1821—independence
- 1822-1844—ruled by Haiti; freed in 1844
- 1865—asks for Spanish rule as protection from Haiti
- 1905-1924—heavily in debt; country is ruled by U.S. military
- 1930—Trujillo elected president, assumes dictatorial powers; assassinated 1961 and U.S. restores order
- 1962—Juan Bosch, military revolt
- 1974—Joaquin Balaguer becomes president, economy achieves spectacular growth
- 1975—worst famine in 50 years; swine fever forced killing of all the nation's two million pigs
- 1978—Antonio Guzman, president; inflation down; foreign investment in luxury hotels and resorts, as well as textiles and clothing
- 1979 & 1982—tropical storms caused more than $1 billion in damages
- 1982—U.S. established sugar import quotas; Salvador Jorge Blanco elected president
- 1990—Joaquin Balaguer (87 years old and totally blind) elected president
- 1996—Balaguer will step down and new elections to be held this year

GENERAL INFORMATION

- Columbus said to be buried in Cathedral of Santo Domingo
- Santo Domingo founded by Columbus' brother, oldest city in Western Hemisphere
- Low rate of literacy, particularly in rural areas
- Produces three crops a year on one piece of land
- Started exporting ferro-nickel ingots; also gold and silver has begun to be mined
- Small oil fields
- Encourages tourism
- Intermarriage has blended characteristics of Spanish and French colonial conquerors with African slaves and native Indians
- Graceful dance—the merengue
- Shortage of trained teachers; difficult to raise the low rate of literacy

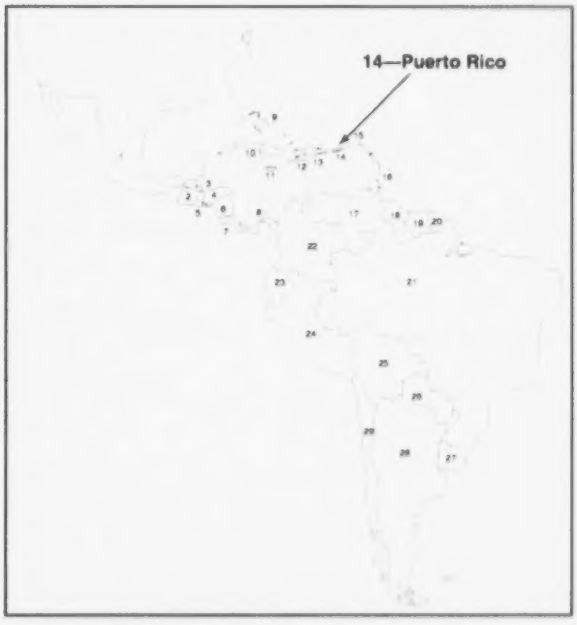
FOR INFORMATION

Dominican Republic Tourist Information
Embassy of the Dominican Republic
One Times Square, P1 #12
New York, NY 10036
1-212-826-0750

1715 22nd St. NW
Washington, DC 20008

14—PUERTO RICO

1. 1,000 miles southeast of Florida; easternmost island of the Greater Antilles; fourth largest island which forms a chain from the tip of Florida to the coast of South America; part of boundary between Atlantic Ocean and Caribbean Sea
2. 3,423 square miles
3. North: 19°N; south: 18°N
4. Sea level to 4,389' Cerrode Punta
5. Closer to equator than Hawaiian Islands; trade winds keep it cooler in summer than most of the U.S.; more rain falls in the north than in the south, rainfall varies; hurricanes July to October
6. Rectangular-shaped island divided into four land regions: 1) coastal lowlands, 2) coastal valleys, 3) foothills, 4) central mountains; little level land, except on coastal plains and in some inland valleys; largest rivers flow northward into Atlantic, non-navigable, but source of drinking water, irrigation, and hydroelectric power
7. Many unusual plants; few minerals; little wildlife—actually a lack of natural resources; comfortable warm, moist climate for tourism
8. 3.8 million (est.): European and African; one of the worlds' most populated areas
9. Spanish, English
10. Commonwealth of Puerto Rico
11. U.S. dollar—income - NA
12. Commonwealth of the United States with republican form of government patterned after the U.S.; self-governing with a non-voting representative in the U.S. Congress
13. San Juan
14. Arecibo, Mayaquez, Ponce, Caguas, Carolina, Bayamon



15. Roman Catholic, voodoo
16. Sugar cane, coffee, tobacco, bananas, pineapple, avocados, coconuts, oranges and other citrus fruits
17. Livestock
18. Tourism, fishing, sugar cane mills, producing raw and refined sugar and rum
19. Clothing, medicines, refined petroleum products, sugar, molasses, Bacardi rum, non-electrical machinery, scientific instruments, tropical fruits, cement
20. Deciding whether island should continue its commonwealth status, try to become a state of the U.S., or become independent; high homicide rate; drug trafficking; high unemployment; high crime rate and drugs have seriously threatened tourism

WEST INDIES - 12

HISTORY

- Prehistoric—Arawak Indians
- 1493—discovered by Columbus and named San Juan Bautista
- 1508—settled by Spanish led by Ponce de Leon; well-treated by Indians at first, but they soon revolted and were killed; part of the viceroyalty of New Spain
- 1500—100 years of hurricanes, plagues of insects, diseases, raids of Dutch and English, unwise governments
- 1520—sugar introduced
- 1598—English captured San Juan and held it five months
- 1797—English attacked San Juan
- 1873—slavery abolished
- 1898—U.S. troops occupied it during the Spanish-American War; Spain gave the islands to the U.S.
- 1900—U.S. Congress established civil government after temporary military government; wealth of the island belonged to American Sugar Co. whose profits went to the U.S. investors not to the people
- 1917—made citizens of the U.S.
- 1947—allowed to elect own governor
- 1952—became free commonwealth
- 1964—commission set up to study country's relationship with U.S.
- 1967—Puerto Rico voted to remain commonwealth
- 1979—hosted Pan-American games
- 1989-1981—stalemate on future political status of island—which affect investment and state of economy—uninformed electorate cannot get facts on which to make a decision
- 1992—Pedro J. Rossello elected governor; statehood still in question

GENERAL INFORMATION

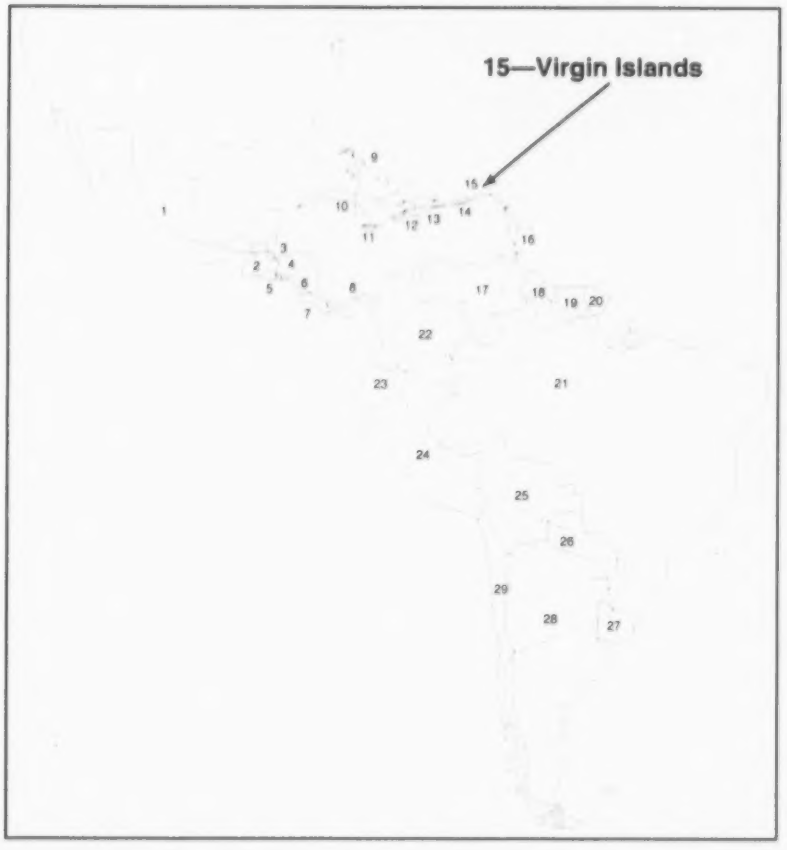
- Includes several small islands
- Tourism very important
- History rich in stories of Indian revolts, pirate raids, slave ships, sieges, and sunken treasure
- Four-hour flight to Miami
- 3,000 different plants grow there
- Little wildlife
- When no more Indians were available as slaves, blacks were brought from Africa
- Spanish customs, such as: when child is born the mother's name is added to father's (e.g., Jose Gomez Diego is Senor Gomez)
- 80% illiterate when U.S. took over, literacy now is the general rule
- Puerto Ricans do not pay federal U.S. taxes
- Industry is becoming much more important
- Island strong in silk screening and plastic arts; many well-known Puerto Ricans in movie industry—Jose Ferrer, Rita Moreno, Chita Rivera, Erik Estrada, Palblo Elvira
- Pittsburgh Pirate's Roberto Clemente has been admitted to Baseball's Hall of Fame

FOR INFORMATION

Puerto Rico-Virgin Islands Board of Tourism
Sperry-Rand Building Suite 3704
1290 6th Ave.—New York, NY 10019

15—U.S. VIRGIN ISLANDS

1. 40 miles east of Puerto Rico, west of the British Virgin Islands
2. 132 square miles
3. North: 25°N; south: 18°N
4. Sea level to 1,550' Crown Hill on St. Thomas Island
5. Tropical climate; May-November rainy season
6. Three major islands and some 50 small islands and cays; mostly uninhabited; major islands are St. Croix, St. John, and St. Thomas; hilly with arable land given to small farms; quiet and lush
7. Few natural resources
8. 140,000 (est.): black "newcomers" from neighboring Caribbean nations, including Haitians, 25%; white U.S. mainlanders, 25%
9. English plus Creolese patois—a dialect of French
10. American Virgin Island
11. U.S. dollar—NA
12. Commonwealth of the U.S., administered as a federal territory by the Department of Interior
13. Charlotte Amalie (since 1917)
14. St. Thomas: Charlotte Amalie; St. John: Coral Bay, Cruz Bay; St. Croix: Frederiksted
15. —



16. Bay oil (fragrant distilled oil of bayberry leaf), truck farming for local consumption, sugar cane
17. Beef cattle
18. Bay rum, rum, clothing, woven straw articles, tourism is mainstay of economy
19. Rum, bay rum
20. Self-rule—voters turned down proposed new constitution in 1978 and in late 1990; some preferred common-wealth status rather than independence or statehood; tax changes which previously relied principally on rum taxes have changed and have seriously affected the economy; unemploy-ment low by Caribbean standards

77

WEST INDIES - 14

HISTORY

- 1493—Columbus sighted islands and named them for the legendary St. Ursula and her 11,000 virgin martyrs
- 1733—slaves, brought to work on sugar plantations, revolted
- 1848—abolition of slavery
- 1917—purchased from Denmark
- 1972—five black islanders killed four visitors on a golf course; tourism dropped
- 1988—Hurricane Hugo caused more than $1 billion in damages
- 1986 & 1990—Alexander A. Farrelly elected governor
- 1993—election postponed due to hurricane
- 1994—Roy L. Schneider elected governor

GENERAL INFORMATION

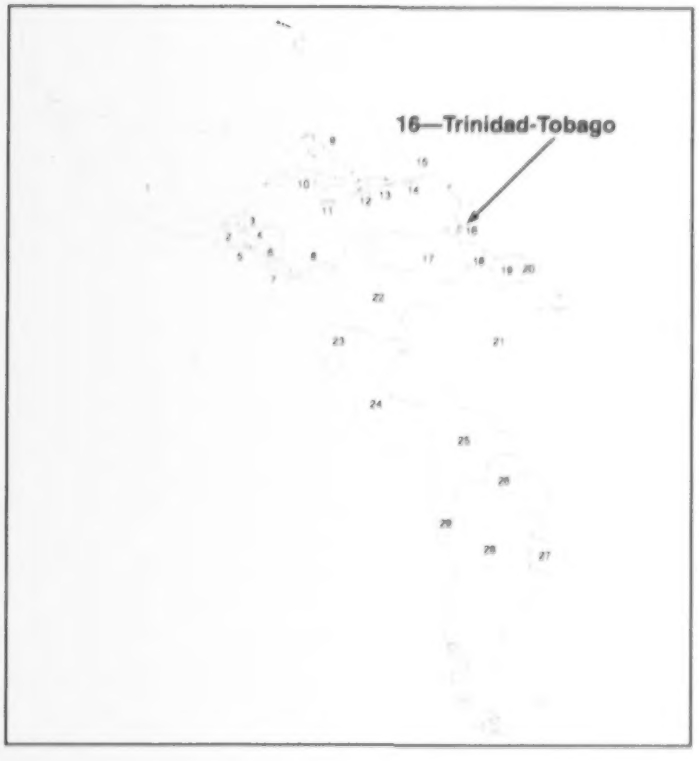
- St. John: 12,630-acre natural park with nearly half of it underwater
- White beaches, phosphorescent lagoons
- Old World atmosphere

FOR INFORMATION

Puerto Rico-Virgin Islands Board of Tourism
Sperry-Rand Building Suite 3704
1290 6th Ave.
New York, NY 10019

16—TRINIDAD-TOBAGO

1. Forms the eastern edge of a shelf surrounding the Gulf of Paria on Venezuela's northeast coast, separated from the mainland by narrow channels; Tobago lies 18 miles north of Trinidad
2. 1,864 square miles
3. North: 13°N (approx.); south: 10°N
4. Sea level to mountains which are extensions of Venezuelan coastal range
5. Tropical climate, hot and humid; May-December rainy season; sea breezes moderate the tropical climate
6. Both islands have mountainous spines which are rounded extensions of the Venezuelan coastal ranges; Trinidad's mountains along north coast with plains extending to the south, rimmed with low, rolling hills; Tobago's mountains are on the north and are skirted with coral-dotted shelves
7. Asphalt, oil, gas
8. 1.4 million (est.): African, 45%; Asiatic, 40%; European-other, 17%
9. English, with a distinctive lilt; Hindi, French, Spanish
10. —
11. Trinidad dollar—U.S. $4,000
12. British crown colony until 1962; became independent on August 1, 1976; retains membership in British Commonwealth
13. Port of Spain



14. Trinidad: Chaguaramas, San Fernando, Arima; Tobago: Scarborough
15. Protestant Christianity, Islamic
16. Sugar and indigo plantations
17. —
18. Asphalt, oil, gas
19. Petroleum and petroleum products, chemicals, tourism
20. High unemployment; drop in oil revenues; natural gas exported in liquid frozen form to U.S.; stable conditions can bring foreign capital and tourist facilities; high crime; police corruption and divided judiciary, all related to drug traffic

WEST INDIES - 16

HISTORY

- 1498—discovered by Columbus
- early 1500s—colonized by Spanish; during French revolution a large number of French families settled on the land
- 1797—British forces captured it from Spain, who ceded it to Britain in 1802
- 1834—slavery introduced by Spanish; continued by British until this date when slavery was abolished; East Indians and Chinese laborers were imported
- 1889—Trinidad and Toabgo joined as a colonial unit
- 1958—became part of West Indies Federation; dropped out in 1962
- 1960—U.S. released base at Chaguaramas; in 1977 it reverted to Trinidad
- 1962—uneventful (peaceful history; administered as a British Crown Colony, then independence was attained from colonial dependency; initially incorporated into the West Indian Federation until its demise
- 1970—labor unrest and rioting led to mutiny of part of army
- 1976—became a republic on August 1, 1976, retaining membership in British Commonwealth
- 1981—relations with Jamaica and Barbados deteriorated because of trade within the Caribbean community
- 1984-1987—economic difficulties, particularly in sugar industry
- 1991—Patrick Manning became prime minister

GENERAL INFORMATION

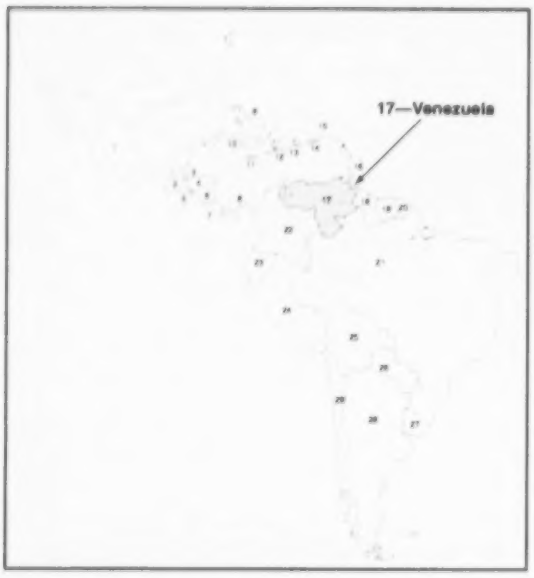
- Those of black and East Indian (Gujerat) ancestry have remained distinct ethnic groups, but have managed social and political integration
- Many customs and origins live without restrictions of cultural variety
- Calypso music created by steel oil drums from World War II
- Carnival is superior to that of Rio de Janeiro

FOR INFORMATION

Tourism Development Authority
25 West 43rd Street #1508
New York, NY 10036

17—VENEZUELA

1. Guyana, east; Brazil, southeast and south; Colombia, southwest and west; Trinidad and Tobago islands lying short distance from northeast coast
2. 352,150 square miles
3. North: 2°N; south: 12°N
4. Sea level to 6,411' Pico Bolivar
5. Weather is usually hot; high in Andes is cool year round; during the dry season, vast areas of the Orinoco Llanos become brown and dry; most of this great plain is flooded during the rainy season
6. Four distinct geographic regions: 1) Venezuelan Highlands to the west and along the coast, extension of Colombia Mountains, densely populated; 2) Maracaibo lowlands around fresh-water Lake Maracaibo, encircled by mountains, windless and hottest region in South America, oil deposits under lake; 3) llanos or plains of the Orinoco River, treeless plains, low and wet, periodic floods and drought, poor soil; 4) Guiana highlands, small percent of Venezuela's territory, heavily forested, iron ore, bauxite, gold, diamonds
7. Iron ore, bauxite, petroleum, gold, diamonds, copper, manganese, coal, asphalt, salt
8. 20.5 million (est.): Mulatto-mestizo, 83%; European, 10%; African, 5%; Indian, 2%
9. Spanish, English
10. Republica de Venezuela
11. Bolivar—U.S. $3,000
12. Republic
13. Caracas
14. Maracay, Coro, Maracaibo, Cumanad, Barcelona, Maturin, Cuidad Bolivar, San Cristobal, Merida, Barquisimeto, Carabobo, Valencia



15. Roman Catholic
16. Coffee, cacao, sugar cane, corn, rice, tobacco, cotton, bananas, chicle
17. Cattle
18. Textiles, clothing, food, chemicals, drugs, petroleum products
19. Petroleum, petroleum products, aluminum, alumina, bauxite, agricultural products, small manufactured products
20. Reduce drug trafficking (has increased tenfold in last decade); mismanagement and corruption in government; flight of oil dollars out of country; more skilled workers needed; high unemployment; foreign debt; better control over agricultural products grown; balancing out the wealth

SOUTH AMERICA - 2

HISTORY

- Prehistoric—Carib and Arawak Indians
- 1498—Columbus went ashore on peninsula of Paria
- 1499—Alonso de Ojeda led expedition; Amerigo Vespucci a member of his exploring party
- 1498-1811—part of viceroyalty of Peru, then New Granada; pirate attacks on the Spanish Main
- 1811—declared independent, first formal declaration of independence by one of Spain's colonies in America; Simon Bolivar key leader in independence
- 1819—Spanish finally expelled from north
- 1830—Gran Colombia divided into three countries—Colombia, Ecuador, and Venezuela— long series of unstable governments
- 1972—huge profits from oil; petrodollars; half the money channeled out of country; production cut; tried to become a leading advocate for the "Third World" causes; income concentrated in 5% upper class and 15% middle class (80% of people lived in poverty—and still do)
- 1975—took over United States-operated iron mines and oil industry
- 1978—incoming administration of Luis Herrera Campins; concentrated on economic development and dispute with Guyana
- 1982—suffered from world oil glut; currency devalued, wage-price freezes; couldn't pay foreign debt
- 1988—Carlos Andres Perez elected president; increases in costs of needed items; poor rioted; Caracas became city owned by criminals; drug trafficking became rampant
- 1993—Supreme Court and middle and lower ranking military officers turned against Perez and he was impeached;Rafael Caldera, 79, elected president in December

GENERAL INFORMATION

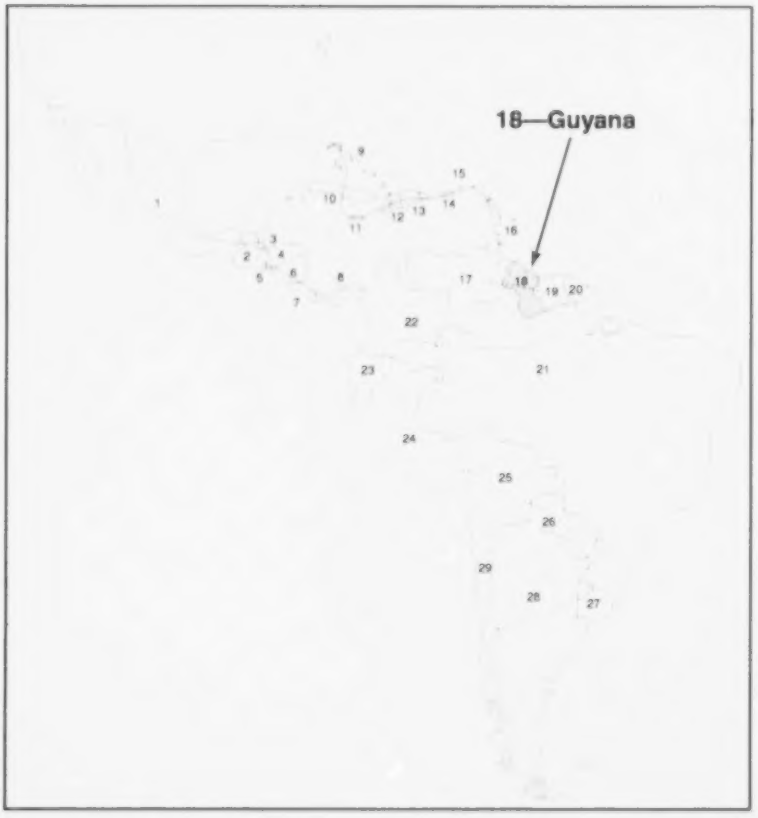
- Angel Falls, highest waterfall in world, 3,212 feet
- Orinoco River—electric eels, caribes, piranha, catfish
- Oil under Lake Maracaibo
- Lake Maricaibo: peoples' homes resembled Venice, hence Venezuela, little Venice
- Cumana in northeast is oldest continuously occupied settlement in South America founded by Europeans
- Guiana highlands setting for Sir Arthur Conan Doyle's "Lost World" and W.H. Hudson's "Green Mansions"
- Number of small islands off coast; largest is Margarita, famous for pearl fisheries
- Llaneros: herdsmen of Orinoco Plains, famous for horsemanship, strength, and love of freedom
- Pitch Lake of Guanoco: near Gulf of Paria, covers 1,000 acres, world's largest deposit of natural asphalt

FOR INFORMATION

Embassy of Republic of Venezuela
His Excellency Simon Alberto Consalvi
1099 30th St. NW
Washington, DC 20007
1-202-342-2214

18—GUYANA (formerly BRITISH GUIANA)

1. Suriname, east; Brazil, south and west; Venezuela, west
2. 82,978 square miles
3. North: 6°N; south: 3°N
4. Below sea level to 8,000'
5. Tropical, hot and humid; heavy rains from April to August and from November to January
6. Narrow ribbon of swampy plains extend along the 200-mile length of the coast; rises to natural grassy plains with poor soils and scrub brush; heavily forested hills to base of Guiana Highlands on Guyana-Venezuela border with red cliffs, rivers, and spectacular waterfalls; rivers—Corantyn, Berbice and Essequibo
7. Minerals (bauxite—world's largest producer—gold, diamonds, manganese), forests
8. 1.1 million (est.): East Indian, 52%; African and mulatto, 41%; European and mixed, 7%
9. English and various East Indian dialects—Hindu and Urdu
10. Cooperative Republic of Guyana
11. Guyana dollar—U.S. $350
12. 1964 election made possible granting of independence from England in 1966; leader Burnham has Marxist leanings



13. Georgetown
14. Apoteri, Hyde Park, Linden, New Amsterdam
15. Roman Catholic, Hindu, Moslem
16. Sugar, rice
17. —
18. Sugar, rice
19. Sugar, rice, bauxite, aluminum, shrimp, molasses, timber, rum
20. Hugh Desmond Hoyte is prime minister and Cheddi Jagon is president; future looks good; black and Indian communities appear to be working together

HISTORY

- 1492—sighted by Columbus on third voyage
- 1596—first settled by the Dutch on the banks of the Essequibo River
- 1620—Dutch West India Co. started permanent settlements; drained the swamps and lagoons and put in a system of dikes and canals
- 1796—British captured Dutch settlements; ceded to British in 1814
- 1700s-1800s—Africans brought to work the plantations
- 1830—abolished slavery, hence Asiatic peoples were brought in
- 1966—British started preparing country for independence after World War II; self-government planned for 1962, but postponed until 1966 due to racial tensions
- 1978—Georgetown: 913 members of California-based religious cult living in new jungle settlement apparently committed mass suicide in December; Rev. Jim Jones, megalomaniac who thought of himself as reincarnation of Jesus, Lenin, and God
- 1980s—increased power of presidency under Forbes Burnham who died in office in 1985; Hugh Desmond Hoyte became president, realized that there was no economic hope for the country under communist beliefs
- 1992—Cheddi Jagon gained political power; dropped beliefs in communism; economy is on upturn

GENERAL INFORMATION

- Bauxite is chief source of aluminum
- Much of nation is sparsely settled, but potentially rich interior is also claimed by Venezuela; efforts to populate this inhospitable region have been unsuccessful
- People have adopted culture of the British ruling elite of the past
- Literacy higher than in neighboring nations
- Few cultural traits reflecting origin of African community
- Asiatic community retains some customs, especially in marriage and family relations

FOR INFORMATION

Embassy of Republic of Guyana
June Angela Persand, minister-counselor
2490 Tracy Place NW
Washington, DC 20008
1-202-265-6900

19—SURINAME

1. Guyana, west; French Guiana, southeast; Brazil, south
2. 70,000 square miles
3. North: 6°N; south: 3°N
4. Below sea level to Wilhelmina Mountains
5. Very rainy, hot and humid
6. Separated from neighboring Guyana and French Guiana by large rivers; 230 miles of flat marshy coastline, mostly below sea level with series of dikes and canals to hold off the Atlantic; along this coast and stretching back about 50 miles are 300 miles of coastline with 90% of the population; gradually grasslands, hilly forested lands, broad plateau to mountains then down into tropical rainforest with 600-square-mile Lake W.J. van Blowwestein Meer, which provides hydroelectric power
7. Minerals (bauxite, gold, diamonds, manganese), forests
8. 530,000 (est.): Hindustani, 37%; Creole, 31%; Asian, 15.3%; Bush Negro, 10.3%; Amerindian, 2.6%; European and other, 3.8% (figures approximate)
9. Dutch plus English, Spanish, Hindi, Javanese, Chinese, local pidgin dialect (Sranan Tongo or Taki-Taki or Surinamese)

10. Suriname
11. Suriname guilder—U.S. $4,000
12. Republic
13. Paramaribo
14. Nieuw Nickerie, Panaram, Brokopondo
15. Hinduism, Roman Catholic, Islam, Protestant
16. Rice, citrus fruits, sugar cane, bananas, corn
17. —
18. Bauxite, alumina, aluminum, food products, beverages, wood products
19. Refined aluminum ore, bauxite, aluminum, timber, rice, sugar, shrimp, citrus fruits
20. Stopping transshipment of cocaine; resisting devaluation of currency; achieving stable government

HISTORY

- 1499—Columbus sighted on third voyage but didn't attempt to colonize
- 1650—Dutch appeared, but English governor of Barbados started settlements for sugar cane plantations
- 1667—Dutch received Suriname from England in exchange for colony of New Netherlands (New York)
- 1680—workers were brought from Africa to work fields
- 1799-1815—Napoleonic Wars; returned to British; three Guianas were established—English, Dutch, and French
- 1863—slaves freed, many left for inland; labor shortage so men were brought from India (1870) and Java (1880)
- 1950s—problems developed between agricultural Creoles and prosperous business-oriented East Indians
- 1970—border clashes between Suriname and British Guiana
- 1975—elections for Legislative Assembly; step toward independence from the Dutch; East Indians were fearful that this would bring racial problems; a quarter of the population (140,000) fled the country
- 1975—gained independence after 308 years of colonial rule; Netherlands gave new country $100 million a year for the next decade; many who left returned; Minister-president Henck Arron (leftist)
- 1980—Chin-a-Sen headed government; actually headed by military with Desi Buterse as leader; Netherlands suspended aid; established relations with Cuba
- 1984—"Return to democracy"; political murders and "suicides"
- 1986—Bush Negro, Ronnie Brunswijk, urged resettlement of interior jungle (speaking own language); actually the government controls little else than the capital city
- 1988—Vague, written agreement; Bush Negroes (Maroons) fled to French Guiana; Dutch restored partial aid payments
- 1990—Bush Negroes turned out all electrical power in Paramaribo in order to free their leader, Brunswijk; investigation revealed country was an important link in cocaine traffic (Colombia to Europe) with both Gouterse and Brunswijk involved; Netherlands suspended aid
- 1991—Runald Venetiaan selected as president; government gained control of military; refugees returned
- 1996—Venetiaan relected

GENERAL INFORMATION

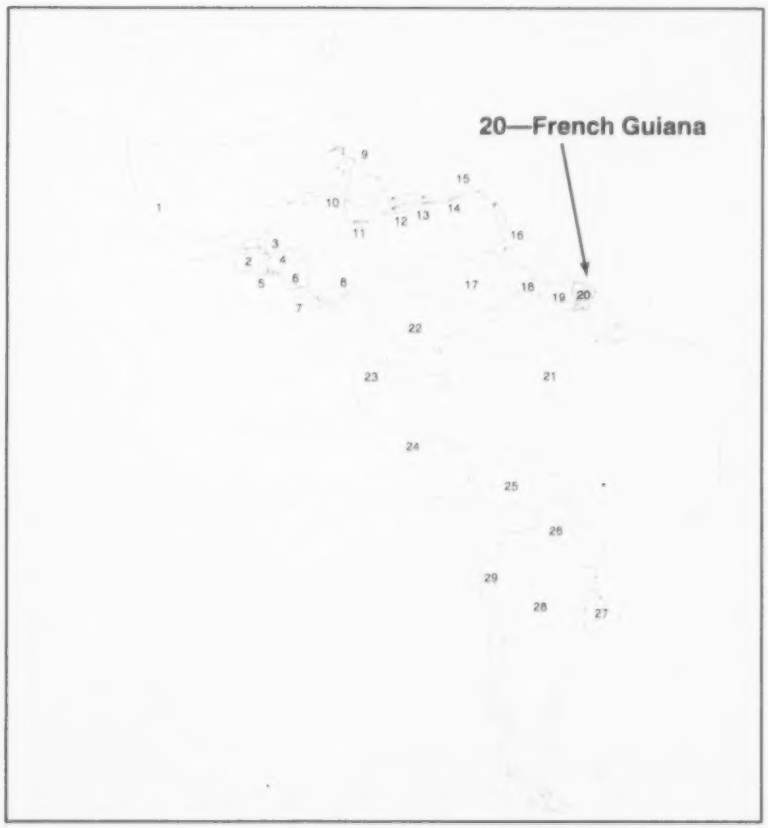
- Boasts cultural center, museums, active theater groups, well-known philharmonic orchestra, modern sports stadium
- Rainforest—hundreds of varieties of jungle birds, monkeys, and wildlife
- Five stars of different colors—white, brown, yellow, black, red —symbolize many ethnic groups living in Suriname
- Basically people just want to be left alone
- One-third of the people live in the capital and chief port
- Capital is picturesque city with palm-lined streets and colorful market areas
- Creole population in civil service and mining industries; East Indians in commerce and farming activities
- Literacy rate of about 80%

FOR INFORMATION

Embassy of Republic of Suriname—His Excellency Willem A. Udenhout
4301 Connecticut Ave. NW #108
Washington, DC 20008 *1-202-244-7488*

20—FRENCH GUIANA

1. Brazil, south and east; Suriname, west
2. 34,740 square miles
3. North: 8°N; south: 2°N
4. Sea level to Tumuc-Humac Mountains on Brazilian frontier
5. Tropical, hot and humid, 85°-90° average throughout year; rainy season, November-July, heaviest rains in May
6. Low plains along coast, rising to Tumuc-Humac Mountains; Isles of Salut (Enfant Perdu, Remire, and Ile du Diable—Devil's Island) lying off coast also form part of the territory
7. Fertile soil, timber, shrimp, gold, cinnabas, iron ore, bauxite
8. 105,000 (est.): 1975 resettlement plan; French now constitute about a third of the population; balance Creoles, Europeans, Chinese, and a few native Indians, plus Hmong people from Laos (provide most of the vegetables)
9. French and a Guiana-Creole dialect



10. —
11. Franc—NA
12. Territory administered as a French department
13. Cayenne
14. St. Laurent
15. Roman Catholic
16. Bananas, rice, corn, manioc, sugar cane, yams
17. —
18. Shrimp processing, gold, lumber, rum
19. Shrimp, gold, hardwood, rum
20. General strike in October 1991 was because France granted the Republic of South Africa gold mining privileges; local leaders were against the French immigrants who have become important politically and oppose any independence movement; development of vast unused resources that remain under dense rain forest

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SOUTH AMERICA - 8

HISTORY

- Prehistoric—Arawak and Carib Indians
- 1492—sighted by Columbus on his third voyage
- 1624—first settled by Dutch
- 1635—French traders settled
- 1667—awarded to France; attacked by British; taken back by Dutch; retaken by France
- 1809—seized by joint British-Portuguese effort and remained under Brazilian occupation until 1817 when French regained control
- 1853—gold discovered, inspired dispute with Brazil and Suriname
- 1960s—Hmong, people of Laos, arrived - do farming
- 1975—minister of territories announced resettlement plan which required 10,000 settlers to develop pulp and lumber industry, over a three-week period 10,000 Frenchmen signed up; Guianian Parliament resented not being consulted and saw it as a scheme to slow up independence movement, so plan dropped
- 1993—Hydroelectric installation completed

GENERAL INFORMATION

- Best known for its infamous prison camps; political prisoners kept on notorious Devil's Island; only small part of French Guiana's system of prisons; used as prison colony for about 100 years
- Climate unpleasant; few white men wanted to live there
- Former convicts did most of the work on the colony until 1946 when French abolished the last penal settlement
- Very rich in natural resources as yet undeveloped
- Seacoast point at Kourou has launch pads for France's space program; location permits larger payloads

FOR INFORMATION

Contact the French Embassy

21—BRAZIL

1. French Guiana, Suriname, Guyana, Venezuela, Colombia, north; Peru, Bolivia, west; Paraguay, Argentina, Uruguay, southwest
2. 3,286,500 square miles
3. North: 5°N; south: 34°S
4. Sea level to 9,162' Pico da Bandeira
5. Never very cold as most of country lies in tropics, equator passes through Amazon lowland (average 80° year round); highlands generally cooler; rainfall is heavy, area near eastern tip of Brazil has less than 40 inches; droughts sometimes destroy crops
6. A third of Brazil is made up of lowlands; Amazon lowlands most of north, largest tropical rainforest in world; narrow plains stretch along some parts of Atlantic coast; south half is Brazilian Highlands, tablelands and rounded hills with ranges of rugged mountains; Guiana Highlands extend along northern border
7. Well endowed with natural resources: fertile soils, pasture lands, forests, minerals (iron, coal, petroleum, gold, bauxite, chromite, tin, diamonds, other precious stones), fisheries and waterpower
8. 156 million (est.): European, 60%; mixed European, African, Indian, 30%; African, 8%; Indian, 2%
9. Portuguese plus English, French, German, other European languages
10. Os Estados Unidos do Brazil
11. Cruzeiro—U.S. $3,250
12. Republic; in 1993 people decided to retain presidential form of government, rejecting return to monarchy
13. Brasilia
14. Sao Paulo, Rio de Janeiro, Porto Alegre, Belo Horizonite, Fortaleza, Recife
15. Roman Catholic
16. Soybeans, sugar, coffee (major cash crop until 1974—now only 9%)
17. Beef cattle, hogs
18. Same as #19

19. Automobiles, tractors, pharmaceuticals, textiles, shoes, military arms; in midst of mineral boom (iron, manganese, tin, bauxite); Brazilian economy produces more than those of all of the rest of the nations of Latin America combined; coffee, refined metal ores, chemicals, cacao, soybeans, sugar, cotton, wood
20. Economic reforms; poverty, corruption, slums, street children, kidnapping, elimination of "slash and burn" clearing land; destruction of the rain forests (Amazon River area); reduction of inflation

HISTORY

- 1494—Treaty of Tordesillas (set up areas for discovery and colonization) determined that Brazil would be Portuguese and the balance of Latin America would be Spanish
- 1500—Pedro Cabral claimed Brazil for Portugal
- 1532—first attempt to colonize; Sao Vincente founded and Rio de Janeiro
- 1534—divided into captaincies
- 1549—central government established; viceroyalty of Brazil; sugar cane became staple crop; blacks brought from Africa as slaves; plantation society developed
- 1600s—gold discovered
- 1700s—diamonds discovered
- 1807—Portuguese royal family fled to Brazil and it became seat of Portuguese government
- 1815—became kingdom of Portuguese empire
- 1822—became independent with monarch Pedro I
- 1839—beginning of rubber industry
- 1885—slavery abolished
- 1889—became republic; military coup
- 1964—military seized power with goal of creating an industrial revolution; President Figueiredo
- 1967—president Marshal Arthur da Costa e Silva chosen by legislators, he dissolved Congress, began press censorship and jailed political opponents
- 1969—General Emilio Garrastazu Medici chosen president; country developed more prosperous economy; Trans-Amazonian highway, linking coast with Peruvian border, completed; political unrest
- 1975—recognized Soviet-Cuba backed revolutionaries in Angolan civil war
- 1979—free, direct election of every office except president (still electoral college)
- 1985—Jose Sarney took charge after death of Tancredo Neves candidate for president; strikes; corruption; national bankruptcy; droughts killed or stunted coffee trees; floods, followed by drought
- 1988—Brazil had no credit with U.S. and European banks; lifted in February; if it hadn't, military control would have returned; Sarney received five-year presidential term; bubonic plague spread, as well as yellow fever, malaria, and leprosy; floods
- 1990—Fernando Collar de Mello took office, he closed banks, etc., disgraced and destroyed; replaced by ineffective president, Itamar Franco
- 1992—Collar de Mello disgraced .....
- 1994—Franco appointed Fernando Henrique Cardoso as finance minister
- 1995—Cardoso inaugurated president - providing strong leadership

SOUTH AMERICA - 12

GENERAL INFORMATION

- Western Brazil is like our western states 100 years ago—no railroad, phones, or cities; land of gauchos
- Carnauba palm important and interesting
- Breathtakingly impressive Brasilia is built as capital
- Bust-or-boom economy: one crop, when in demand prosperity, anything happens to market, slump, disease, etc. country suffers (sugar, then gold, then diamonds, then rubber, then coffee)
- Four-fifths of people can read and write
- Ranks first among Latin American countries in natural resources and industries
- Half of South America's population lives in Brazil
- Iguacu Falls, 237' high
- Villo Lobos, famous composer
- One of 10 largest nations in world (in population)
- Heavily indebted, yet #10 of industrial nations of world; good business in armaments, tin production increased
- Originally a plantation society—plantation house and slaves—each one a small kingdom
- Roman Catholic religion has been modified by African and Indian spiritualism and animism; Protestant sects, Jews, pagan folk worshippers enjoy freedom of expression
- Deep devotion to personal liberty
- Artistic expression won international acclaim—letters, poetry, music, painting, folk song, folk dance
- Rio de Janeiro is fun-loving, yet filled with "street children" who are armed and dangerous

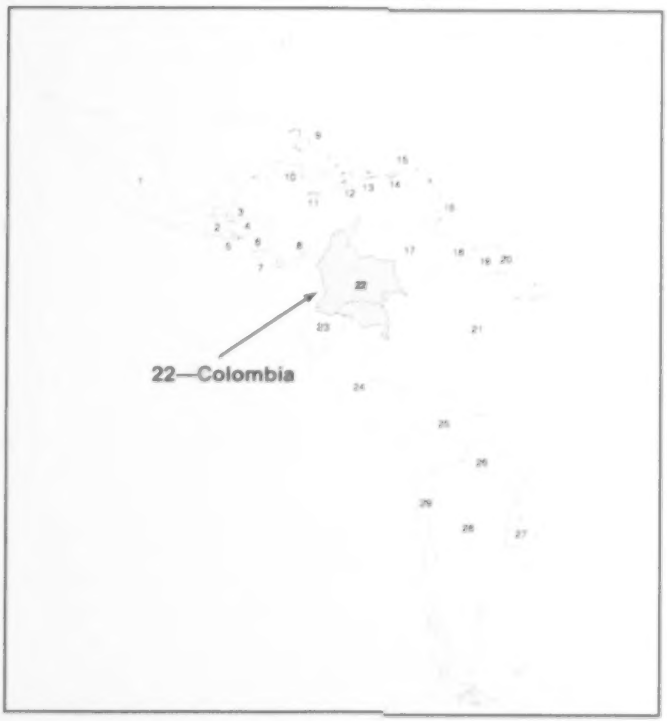
FOR INFORMATION

Brazilian Embassy
His Excellency Rubens Ricupero
3006 Massachusetts Ave. NW
Washington, DC 20008
1-202-745-2700

Funtur-Brazilian Tourism Foundation
551 5th Ave. #519
New York, NY 10176
1-212-286-9600

22—COLOMBIA

1. Venezuela, east and northeast; Brazil, southeast; Peru and Ecuador, south; Panama, northwest
2. 439,405 square miles
3. North: 8°N; south: 5°S
4. Sea level to 19,152' Mt. La Horqueta and 18,947' Cristobal Colon
5. Lowlands generally hot with heavy rainfall, except Guajira Peninsula which is arid; highland climate varies with altitude, becoming quite temperate and pleasant in higher elevations
6. About two-thirds of Colombia is made up of lowlands; swampy coastal plains extend along Pacific Ocean and Caribbean Sea; eastern part is grassy plains that are part of the Orinoco Llanos; southeast is part of the vast forest-covered Amazon lowlands; three ranges of Andes extend through western part, separated by deep river valleys; most people live in these valleys or in the basins between the mountains; rivers: Magdalena (navigable), Cauca (irrigation and power) in Cauca Valley
7. Petroleum, minerals (gold, emeralds, iron ore, platinum, coal), salt, forests
8. 34 million (est.): Mestizo, 58%; European, 20%; Mulatto, 14%; Negro, 4%; mixed Negro-Indian and Indian, 4%
9. Spanish
10. Republica de Colombia
11. Peso—U.S. $1,500 (not inc. drug money)
12. Republic—widespread guerrilla activity and drug trafficking
13. Bogota



14. Cali, Medellin, Barranquilla
15. Roman Catholic
16. Coffee, bananas, sugar cane, cacao, corn, potatoes, rice, wheat, cotton, cocaine
17. Beef cattle
18. Foods, beverages, textiles, chemicals, steel, coal industry is thriving, refining cocaine
19. Refined cocaine (illegal export worth more than $10 billion U.S.), coffee, petroleum, cotton, tobacco, sugar, textiles, bananas, roses
20. Ending widespread guerrilla activities; eliminating the narcotics cartels by eliminating demand; prevent death of street children; poverty; lawlessness; lack of education

SOUTH AMERICA - 14

HISTORY

- Prehistoric—Chibcha Indians
- 1499—discovered by Alonso de Ojeda; named New Granada
- 1525—settlement established; viceroyalty of Peru; later, in 1740, known as New Granada
- 1819—patriot Simon Bolivar led forces to overthrow Spanish; independence December 17, 1819; part of Gran Colombia at the time
- 1830—Gran Colombia divided into Ecuador, Venezuela, and Colombia—each forming its own government.
- 1903—Panama broke away because of the Panama Canal
- 1978—Julio Cesar Turbay Ayala elected president
- 1982—Belisario Betamcir Cuartas, president; crack down on drug trafficking, Medellin and Cali cartels came to be known as los extraditables; continued through 1980s
- 1986—Virgilio Barco elected; violence increased; communist guerrillas began to lay down their arms; 40 or more murders a day
- 1990—Cesar Gaviria elected; drug kingpin, Pablo Escobar, jailed in own luxurious "jail" - ran drug business from there
- 1991—Gustavo de Greiff appointed prosecutor general
- 1993—2,200 street children gunned down
- 1994—Ernesto Samper Pizano elected president
- 1995—drug trafficking increased to new high

GENERAL INFORMATION

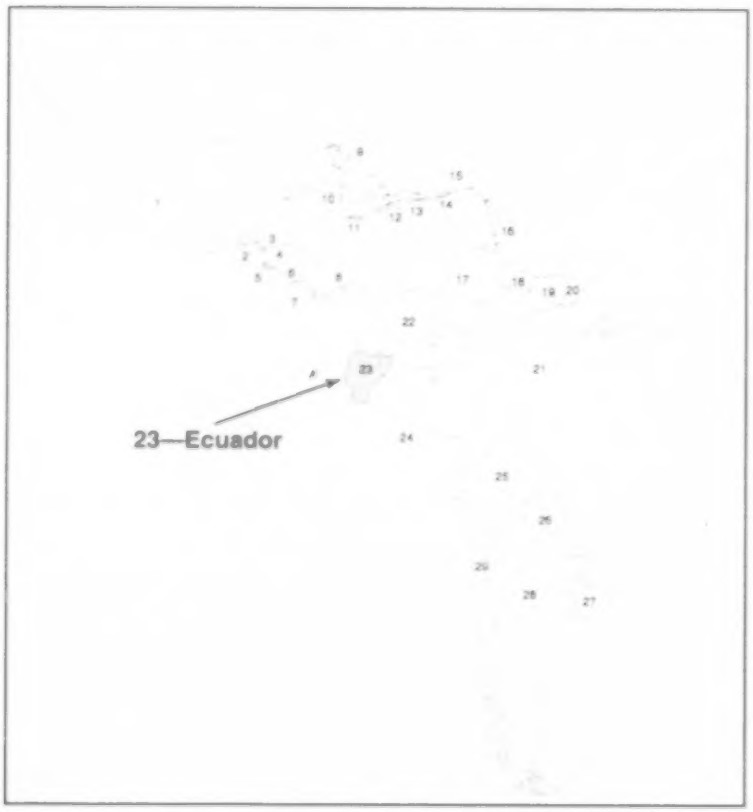
- 75% of the people can read or write
- Only South American country with both Atlantic and Pacific coastlines
- Bogota claims the title The Athens of South America because of cultural achievements in arts and letters; these achievements are regional, however, do not belong to the nation as a whole
- City streets have house numbers that tell how many meters the building is from the corner
- No unity; regionalism and personalism fostered development of distinct groups of people
- Negro and mulatto influences give cities of Barranquilla and Cartegena a lighthearted air, setting them apart from the rest of the nation
- Guajira Indians and cattlemen of the eastern plains treasure their independence
- Many religious festivals and rituals of the Roman Catholic Church

FOR INFORMATION

Embassy of Colombia
His Excellency Jaime Garcia-Parra
2118 Leroy Place NW
Washington, DC 20008
1-202-387-8338

23—ECUADOR

1. Colombia, north; Peru, east and south
2. 104,749 square miles
3. North: 2°N; south: 5°S
4. Sea level to 20,577' Mt. Chimborazo and 19,344' Cotopaxi
5. Lowlands: hot, humid, rainfall in most areas; basins of Andes have a cool climate and most Ecuadorians live in these basins; high peaks of Andes, cold and snowy
6. Three-fifths is mountainous; two high parallel ranges of Andes extend through country, between mountains are fertile basins; east of Andes are plains that are part of the Amazon lowlands; low plains lie along Pacific coast; dense tropical forests cover most parts of lowlands
7. Most valuable are the oil fields (many not developed), balsa, gold, silver, iron ore, forests, fisheries
8. 11 million (est.): predominantly Indian, with small groups of European and African origin
9. Spanish plus Indian dialects of Quechua (200 dialects survived from days of Inca empire) and Jivaro
10. Republica del Ecuador
11. Sucre—U.S. $1,200



12. Most rulers have been military leaders, but moving closer to being a democracy; several neo-maoist guerrilla groups could change things if they join forces
13. Quito
14. Guayaquil, Cuenca, Ambuto, Machala, Manta
15. Roman Catholic
16. Bananas, cacao, coffee, rice, sugar cane, oranges
17. Livestock
18. Petroleum, cement, drugs, Panama hats, processed foods, textiles, handicrafts, cocaine paste processed to deliver to Columbia
19. Petroleum, bananas, coffee, balsa, cacao
20. Sixto Duran Ballen elected president in 1992 shows great promise; social and economic reforms and new constitution badly needed; poverty

SOUTH AMERICA - 16

HISTORY

- Indian kingdom of Quito was 2,000 years old when Incas conquered it.
- 1526—Inca empire united under chief Huayna Capac
- 1528—Pizarro, Spanish conquistador, entered area; Capac died; the empire was divided into two parts which Pizarro overthrew
- 1532-1830—viceroyalty of Peru; became viceroyalty of New Granada in 1822
- 1819—Simon Bolivar led Gran Colombia countries to independence from Spain
- 1830—Gran Colombia divided into three countries—Ecuador, Venezuela, and Colombia—each set up its own independent nation
- 1979—Jaime Roldos Aquilera became first freely elected president in 11 years; killed in plane crash
- 1984—Leon Febres Cordero elected president; strongest leadership it has had in the 20th century
- 1987—major earthquake
- 1988—Rodrigo Borja elected president
- 1992—Sixto Duran Ballen elected president
- 1996—new elections this year

GENERAL INFORMATION

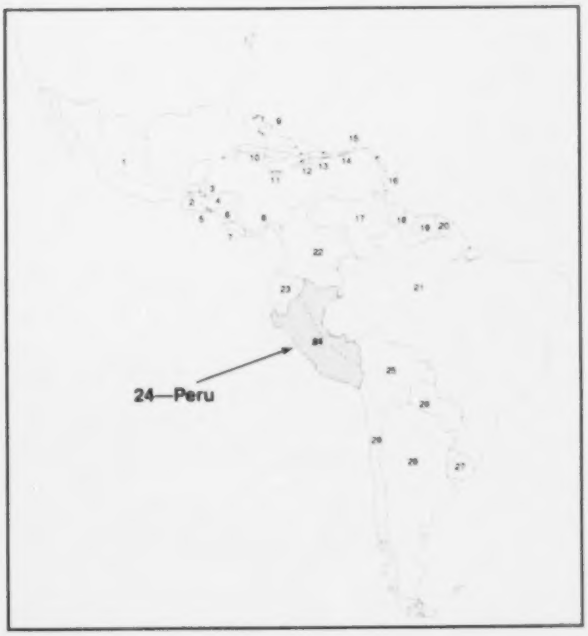
- Makes the famous Panama hats
- World's leading producer of cacao until fungus wiped it out
- 70% of people can read and write
- Controls Galapagos Islands—500 miles off coast—famous for strange species of living animals; Darwin visited and studied, observations led to theory of evolution
- Equator crosses country, hence name which is Spanish for equator
- Many rivers flow through the region and empty into Amazon
- Famous for their market days
- Exports pyrethrums (used in making insecticides)
- Cotopaxi—one of world's highest active cones
- Indians prefer to isolate themselves from Spanish influence; white minority of landowners live in highland cities in manner of 18th- and 19th-century Europeans
- Guayaquil viewed by highlanders as center of foreign corruption
- Music includes classic and popular guitar and harp; in rural highlands the plaintive sound of the five-note reed pipe
- Highlands people treasure their primitive formal dances

FOR INFORMATION

Embassy of Ecuador
His Excellency Edgar Teran-Teran
2535 15th St. NW
Washington, DC 20009
1-202-234-7200

24—PERU

1. Ecuador, northwest; Colombia, northeast; Brazil, east; Chile, south
2. 482,122 square miles
3. North: 5°S; south: 19°S
4. Sea level to 22,334' Mt. Huascaran
5. Eastern lowlands are hot and humid; coast is arid and mild; highlands are increasingly temperate as altitude rises; cold above 10,000 to 12,000 feet with snow and bitter frost throughout the year
6. Three land regions: 1) Pacific coastal shelf, a narrow ribbon of desert except for some 52 rivers that rise in the Andes; 2) Andes Mountain range with high peaks and valleys, volcanoes; 3) eastern slopes of Andes, largest area, known as selva or jungle, 60% of land and 14% of population, few roads, inaccessibility
7. Many inaccessible resources—bismuth, copper, gold, iron ore, lead, silver, sulfur, vanadium, zinc; forests, guano (bird droppings used as fertilizer), fine fishing grounds, forests
8. 24 million (est.): Mestizo and pure Indian; 43%; European, 88%; mostly Spanish, 12%
9. Spanish plus Indian dialects of Quechua and Aymara
10. Republica del Peru
11. Inti—U.S. $1,100
12. Republic
13. Lima
14. Arequipa, Callao, Chiclayo, Cuzco, Trujillo, Huanuco, Huancayo



15. Roman Catholic
16. Bananas, beans, corn, potatoes, rice, coffee, cotton, sugar cane
17. Cattle, sheep
18. Fishmeal, petroleum products, refined metals, sugar, chemicals, furniture, paper products, processed foods, steel, cotton and woolen textiles
19. Fish, fishmeal, crude petroleum, lead, copper, silver, cotton, sugar
20. Eliminate growth of coca plant; raise largest crop of coca in Latin America; decrease in violence and corruption; poverty; feelings against Indians; land reforms needed; mineral resources need to be managed properly

HISTORY

- Incas (dispute between Huascar, legitimate leader in south, and his half brother, Atahualpa, who ruled in the north, led to their defeat)
- 1522—Pascual de Andagaya, first Spaniard to enter Peru
- 1531-1533—Francisco Pizarro and Diego de Almagro tricked Incas and enslaved them
- 1532-1821—under viceroyalty of Peru; became La Plata in 1776
- 1780—Indian uprising; leader Tupac Amuru II executed; uprising crushed
- 1820-1822—freed by Spanish rule by Jose de San Martin and Antonio Jose de Sucre; final defeat of Spanish in South America by Simon Bolivar at Ayacucho in mountains of southern Peru; independence July 28,1821
- 1829—development of guano industry
- 1864—Spanish shelled Peru; Bolivia, Chile, Ecuador, and United States intervened; Spanish formally recognized Peru's independence
- 1879—War of Pacific with Bolivia and Chile; disaster for Peru
- 1924—Victor Raul Hoya de la Torre founded revolutionary APRA political party
- 1968—military leaders took control of Peru's government an began socialistic reforms
- 1974—ousted 137 members of Peace Corp and several U.S. Embassy members charges of spying
- 1980—Civilian government elected by people began working to increase private enterprise; Fernando Belaunde Terry took control after years of military rule; many problems to solve; burden of reforms fell most heavily on poor and middle class
- 1985—Alan Garcia won presidential election, martial law
- 1990—Albert Jujimori (El Japones) elected president, reorganized the military, dismissed corrupt National Assembly; supported by people
- 1993—new constitution written
- 1995—inflation rate of 2,800% in 1989 now about 35% - receiving aid from a number of sources because they are regarded as credit worthy

GENERAL INFORMATION

- Ruins of Machu Picchu
- Many highland Indians chew leaves of coca plant to relieve feelings of hunger
- Flute music, beautiful
- Soccer is most popular sport
- Feria—festival to city and town's patron saints
- Four Perus and four cultures: European Catholic, mestizo (lighter in color), cholo (darker skinned), Indians
- Recently discovered Moche pyramid remains; now being excavated, archaeologists are competing with treasure seekers
- Two distinct cultures—a cosmopolitan Pacific shelf and a mountain Indian
- Indians retain dress, language, customs
- Reed boats of Lake Titicaca, highest lake in world
- Indian women spin yarn as they walk
- Rainforest area is called Montana

FOR INFORMATION

Embassy of Peru—His Excellency Ricardo V. Luna
1700 Massachusetts Ave. NW
Washington, DC 20036
1-202-833-9860

25—BOLIVIA

1. Brazil, north and east; Paraguay, southeast; Argentina, south; Chile, southwest; Peru, northwest
2. 424,052 square miles
3. North: 10°S; south: 23°S
4. Sea level to 22,162' Cerros de Tocorpuri
5. Varies: lowlands warm year round; Altiplano, cold and windy with average yearly temp. 50°; snow and ice cover peaks of Andes year round; rainfall light on western mountain range and Altiplano; north part of lowlands receives much more rain than southern part
6. Landlocked; in west, Andes are divided into two parallel ranges with bleak Altiplano plateau between them; low plains in north are part of Amazon lowlands; lowlands in east are part of Gran Chaco; 12,500' Lake Titicaca is highest navigable lake in world
7. Riches in minerals—tin, petroleum, zinc, lead, copper, silver, tungsten, antimony, gold—decreased and have lost value as exports due in part to antiquated mining methods
8. 7.7 million (est.): Indian, 70%; Mestizo, 25%; European, 5%
9. Spanish plus Indian tongues of Quechua, Aymara and Guarani
10. Republica de Bolivia
11. Bolivian peso, erratic valuation—U.S. $950
12. Republic—188+ coups or changes in government
13. La Paz, administrative; Sucre, judicial

14. Oruro, Potosi, Santa Cruz, Tarija
15. Roman Catholic
16. Potatoes, corn, wheat, sugar cane, rice, coffee, grains, alfalfa, fruit, cotton, cacao
17. Livestock, llamas
18. Textiles, foods, beverages
19. Tin (equipment antiquated), tungsten, lead, copper, zinc, antimony, coca (cocaine)
20. Stabilizing government; properly managing mineral wealth; raising other cash crops than coca which has become a respectable profession; developing middle class; poverty; redistribution of wealth

HISTORY

- Prehistoric—Aymara Indians
- 1545—silver discovered in Potosi and Oruno
- 1538-1825—part of viceroyalty of Peru (later La Plata); Jesuit missionaries active in lowlands
- 1661, 1730—early revolutionary movements
- 1825—Sucre, one of Bolivar's generals, defeated Spanish at Ayacucho; became first president
- 1879-1883—War of Pacific with Peru and Chile; lost Pacific provinces to Chile and became landlocked
- 1930—war with Paraguay; lost disputed Chaco region in 1935
- 1980—military junta; General Luis Garcia Meza sworn in as president one coup after another
- 1982—Hernan Siles Zuazo and Jaime Paz Zamora, socialist, proclaimed president and vice-president; a civilian government; government bordered on total chaos
- 1985—Paz Estenssoro took office in August
- 1985-1988—bottom fell out of the tin market (substitution of aluminum one cause); heavy flood damage; U.S. moved in to destroy coca field and production facilities
- 1992—Hugo Banzer Suarez elected president
- 1993—Gonzalo Sanchez de Lozada (with Banzer's support) decreed by Senate to be president

GENERAL INFORMATION

- Llamas are natives of Andes
- Two-fifths of people can read or write
- Two-thirds of people live on the barren plateau between Andes ranges
- 17,000' Mt. Chacaltaya (near La Paz) is world's highest ski run
- Has many waterfalls and rapids that could be developed into source of power if country had enough money
- Heavy rainfall November to March, almost none balance of year
- Many Indians chew coca leaves (narcotic cocaine) which numbs hunger and cold
- Colorful markets on Sundays where Indians wear traditional costumes
- Land of contrasts
- Indians in Lake Titicaca basin are pure Aymara descendants of people who were conquered by Incas in 13th and 14th centuries

FOR INFORMATION

Embassy of Bolivia
His Excellency Jorge Crespo Velasco
3014 Massachusetts Ave. NW
Washington, DC 20008
1-202-483-4410

100

26—PARAGUAY

1. Brazil, east and northeast; Argentina, south; Bolivia, west and northwest
2. 157,047 square miles
3. North: 19°S; south: 28°S
4. Sea level to 2,297' Mt. Ibyturuzu near Villarricca
5. Warm most of year, average temperature about 85° during summer months of December, January, February (110° in Gran Chaco), winter average about 60°; more rain falls in eastern region than western forested plateau in northeast, 80 inches of rain a year, lighter in Gran Chaco
6. Other than Bolivia it is the only South American country without a coastline; Paraguay River divides country into eastern and western region—east of river are fertile lowlands and rolling hills, northeast is a plateau covered with dense evergreen forest, west of river is a vast plain which is part of its Gran Chaco and is covered with coarse grasses or tropical forest
7. Fertile soil, dense forests, hydroelectric power
8. 5 million (est.): Mestizo—mixed Indian and Spanish ancestry
9. Spanish and Guarani, an Indian dialect
10. Republica del Paraguay
11. Guarani—U.S. $1,500
12. Republic—General Alfredo Stroessner, who ruled as dictator for many years, overthrown in May 1989
13. Asuncion
14. Concepcion, Pedro Juan Caballero, Puerto Stroessner, Coronel Oviedo, Encarnacion, Mariscal Estigarribia, Coacupe, Villarrica, Caazapa

15. Roman Catholic
16. Cotton, soybeans, wool, cassava, sugar cane, corn, tobacco, rice
17. Livestock
18. Processed foods and beverages, wood products, textiles, cement, leather goods
19. Coffee, cotton, timber, soybeans and other oil seeds, vegetable oils, light manufactured goods
20. Human rights violations and media restrictions have improved, but need to improve further for the U.S. trade barriers to be removed; better schools and higher literacy; continued rise in living standards; elimination of fencing operations

HISTORY

- Prehistoric—Guarani Indians
- 1524—Alexio Garcia, Portuguese, first white man in area, hoped to find silver
- 1526—Spanish navigator Sebastian Cabot sailed up Rio de la Plata
- 1537—part of viceroyalty of Peru (became La Plata in 1776)
- 1609—Jesuits established first mission (in 100 years they built 40 flourishing missions); banished in 1767
- 1811—won independence
- 1870—war with Brazil, Argentina, and Uruguay (Triple Alliance); 75% of its men were killed
- 1932—discovery of oil in Chaco brought war with Bolivia; Paraguay gained 20,000 square miles of Chaco land
- 1947—Civil war; Stroessner came to power, ruled country with an iron hand; his regime led to political stability at expense of free and open democracy
- 1980s—dissapearance of 15,000 people during Stroessner's years
- 1989—Stroessner overthrown, ending 35-year rule, exiled to Brazil; General Andres Rodriguez elected president
- 1992—Juan Carlos Wasmosy elected president

GENERAL INFORMATION

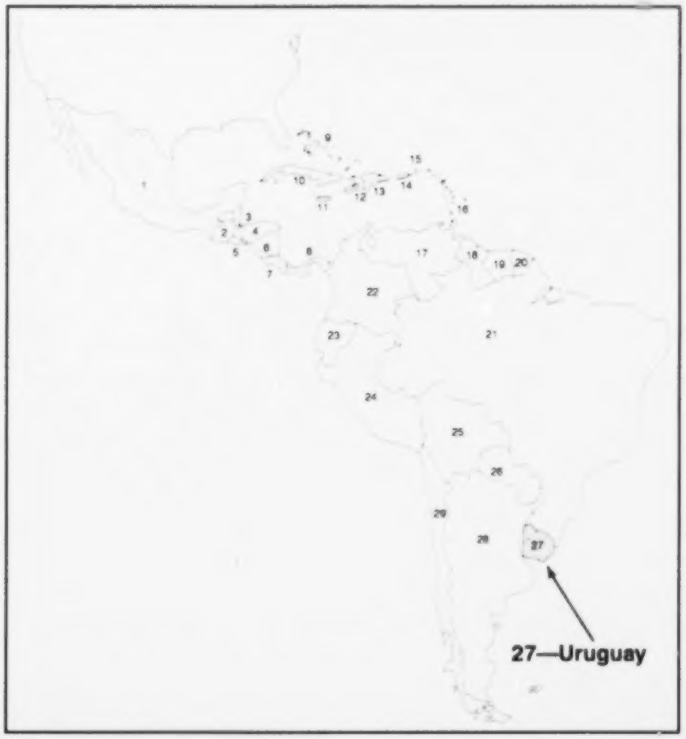
- Rural women wear shawl called a rebozo
- Rural men wear loose trousers called bombachas, shirt jacket, neckerchief, and poncho
- Most go barefoot
- Soccer favorite sport
- Became major banking center
- Two hydroelectric dams being built: Italpu (financed by Brazil; Paraguay plans to sell its share of electricity to Brazil for about $130 million a year) and Yacyreta (downstream; financed by Argentina)
- Indian women make fine lace called nanduti (Indian word for spider web)
- Name means "water adorned," referring to floating islands of water hyacinths
- Country a giant fencing, buying and selling stollen merchandise operation (particularly cars); disclosed that army had a monopoly, top military figures removed; Juan Carlos Wasmosy elected president
- Chaco once called "green hell"

FOR INFORMATION

Embassy of Paraguay
His Excellency Juan Esteban Aguirre
2400 Massachusetts Ave. NW
Washington, DC 20008
1-202-483-6960

27—URUGUAY

1. Brazil, north; Argentina, west
2. 72,150 square miles
3. North: 30°S; south: 35°S
4. Sea level to 2,000'
5. Mild, damp climate; winter (June-August) temperatures average 57°-60°, occasional frosts, summer (December-February) temperatures average 75°-79°; rainfall evenly distributed during year, 40 inch average annually
6. Second smallest South American country; land of rolling hills covered with lush grasses and few scattered forest; crossed by numerous small streams; bounded by Atlantic and several large rivers; estuary of Rio de la Plata and navigable Uruguay River separates Uruguay from Argentina; River Negro rises in Brazil and crosses Uruguay from northeast to southwest, also navigable
7. Fertile soil, pasture lands, marble, limestone
8. 4 million (est.): European, 90%; Mestizo (European-Indian ancestry), 10%
9. Portuguese and English
10. La Republica Oriental del Uruguay (Oriental—Eastern—Republic of Uruguay)
11. New Peso—U.S. $3,500
12. Republic



13. Montevideo
14. Colonia, San Jose, Minas, Punta del Este, Melo, Mercedes, Fray Bentos, Paysandu, Salto, Tacuarembo
15. Roman Catholic
16. Less than 10% of farmland is in production—alfalfa, barley, citrus fruits, corn, oats, flax, wheat, rice
17. Cattle, sheep
18. Meat packing plants, beverages, textiles
19. Hides, leather products, beef and other meat, wool, fish, rice
20. Inflation; poverty—disparity of income between the very rich (few) and the very poor (many); wages are low; inefficient management of economy; need stimulation of offshore oil exploration

HISTORY

- Prehistoric—Charrua Indians
- 1516—Spanish navigator Juan Diaz de Solis first white man to land, but fierce Indians killed him
- 1580—cattle introduced by Hermando Arias in unsuccessful military expeditions
- 1624—Jesuit and Franciscan missionaries established missions
- 1680—ownership contested by Spain and Portugal; slave raids on missions and cattle roundups of wild herds which roamed grasslands; Portuguese build Colonia as rival to Spanish Buenos Aires, Argentina
- 1806—Montevideo planned by Portuguese, build by Spanish, taken by British who abandoned it in 1807
- 1807-1820—war for independence; Portuguese attack resisted by Uruguayan cattlemen and patriot Jose Artigas; declared independence; civil war between Blanco and Colorado; 10-year civil war with support from other powers which intervened (French, English, Italian); independence proclaimed August 25, 1825, but didn't become independent until August 27, 1828, when treaty was signed between Brazil and Argentina
- 1864—Triple Alliance against Paraguay
- 1870—railroads built, European immigrants settled in cities and middle-class society developed
- 1907-1929—under leadership of Jose Batlle y Ordonez, Uruguay became most literate, democratic, well-fed state in South America
- 1931-1951—confusion, near anarchy and no progress; military dictators and corruption
- 1973-1984—military-controlled government continued to rule; various leaders, but no real progress; election of Julio Maria Sanguinetti in 1984
- 1982—dealt a hard blow by conflict between Argentina and Great Britain over the Falkland Islands; trade sanctions on Argentina and affected Uruguayan exports and imports
- 1986—50,000 people slain or disappeared-little concern for human rights; general amnesty measure passed concerning military
- 1989—Luis Lacalle elected president; privatization of government enterprises; exports rose and foreign income increased; temporary setback because of flow of contraband goods
- 1990—president promised privatization of state monopolies and encouraged "off-shore" banking which he insists is not associated with money laundering
- 1994—Julio Sanguinette elected president

GENERAL INFORMATION

- Batlle didn't create economic base to support the welfare socialist state he created; following leaders did not maintain his progress
- Modern urban society similar to largest cities of Europe and United States
- Literate and well educated
- Life of rural people: devoted to music and tales telling of the exploits of the gaucho; frequent fiestas and asados (barbecues)
- Private schools for British, German, French, and Italian children as well as many modern public schools; University of the Republic of Montevideo charges no tuition for its higher level courses
- Beaches of white sand and luxurious resorts; renown as a vacation playland

FOR INFORMATION

Uruguay Tourist Information
541 Lexington Avenue
New York, NY 10012 *1-212-755-1200 ext. 346*

28—ARGENTINA

1. Uruguay/Brazil, east; Paraguay/Bolivia, north; Chile, west
2. 1,072,745 square miles
3. North: 24°S Tropic of Capricorn; south: 55°S
4. Sea level to 22,834' Mt. Aconcagua
5. Snow-capped peaks of Andes, cold; south Patagonia, cool and damp; pampas, temperate with moderate rainfall; lowlands, mild in winter, hot in summer; highest known temperature in South America recorded in Gran Chaco; wet and hot
6. Four main regions: 1) north region (Chaco) heavily forested, low, wet, hot; 2) central plains (pampas) are flat, fertile and temperate, well watered along coast and increasingly dry to west; 3) south region (Patagonia) is an arid, windswept plateau with grassy valleys; 4) mountains (Andes) low and glaciated in south, high and dry in central part, gradually widens into high plateau of Bolivia in north; rivers, Parana flowing into Rio de la Plata estuary, north of Buenos Aires
7. Richest farmland in world (economy based on it), petroleum, natural gas, salt, mineral deposits (lead, zinc, coal, sulfur, oil)
8. 34 million: European, predominantly Spanish and Italian, 98%; Mestizo, 2%
9. Spanish
10. Republica Argentina
11. Peso—U.S. $8,500
12. Republic
13. Buenos Aires
14. Cordoba, Rosario, Santa Fe
15. Roman Catholic
16. Wheat, corn, linseed, alfalfa, rye, cotton, sugar cane, oranges
17. Beef cattle, sheep
18. Meat packing, processing farm products, textiles, auto industry has had difficulties due to economy
19. Meat (beef), sheep, wheat, wool, hides, skins, cereals, oilseed
20. Economic recession; economy is beginning to be better organized; problems with Britain over Falkland Islands; privatization of state monopolies; tax reforms; high unemployment, balance of trade is unfavorable

HISTORY

- 1516—first European, Spaniard, Juan Diaz de Salisen; Rio de la Plata River first settlement on banks of Rio de la Plata; Indian attacks and disease caused them to leave settlement and set horses free
- 1535—first permanent settlement along Paraguay River
- 1580—Spanish soldiers established Buenos Aires to defend region against Portuguese
- 1580-1816—viceroyalty of Peru, then of La Plata
- 1810—war for independence; Jose de San Martin
- 1816—gained independence July 9
- 1865-1870—Argentina and Paraguay fought
- 1870—European immigrants poured into Pampa (much like U.S. covered-wagon days)
- 1943—military junta led by Peron overthrew government
- 1955—military revolt overthrew Peron dictatorship
- 1973—Peron returned, elected president, dies, his wife takes over (first woman to hold such a position in Western Hemisphere)
- 1976-1981—6,000 to 15,000 people disappeared - little concern for human rights; military coup; Videla installed president; replaced Videla with Galtieri (dictator); recession became worse and economic problems increased
- 1982—ordered armed forces to seize the Falkland Island from Britain; violated principles of international law; United Nations intervened; Argentina left; military humiliated
- 1983—Raul Alfonsin became president; military rule ended; democratic revival
- 1985—human rights activists led by Mothers of the Plalza de Mayo paraded to learn about their missing loved ones - few convictions; 7,000 potential defendants, but only 50 brought to trial
- 1988—Carlos Saul Menem elected; colorful, has made some progress in stabilizing Argentina
- 1995—President Andres Rodriguez reelected president

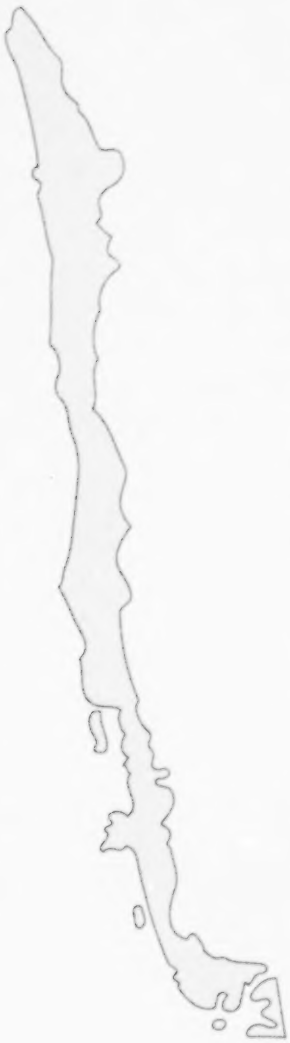
GENERAL INFORMATION

- Land of gauchos (cowboys) and bolas (weapons)
- Refrigerated ships first carried Argentinean meat to Europe in 1877
- People called port people (portenos)
- Nickname: granary of the south
- Summer resorts at Mar del Plata and Miramar
- Skiing in Andes
- Rio de la Plata is estuary
- Long lunch hour followed by siesta (rest period)
- 90% literacy rate
- National park of spectacular beauty
- Noted for tango dance
- Homeland of Jose de San Martin
- Elite class has devoted little effort toward development of national culture, preferring to live largely by outmoded European standards
- Artistic expression in Buenos Aires is equal to that in Europe

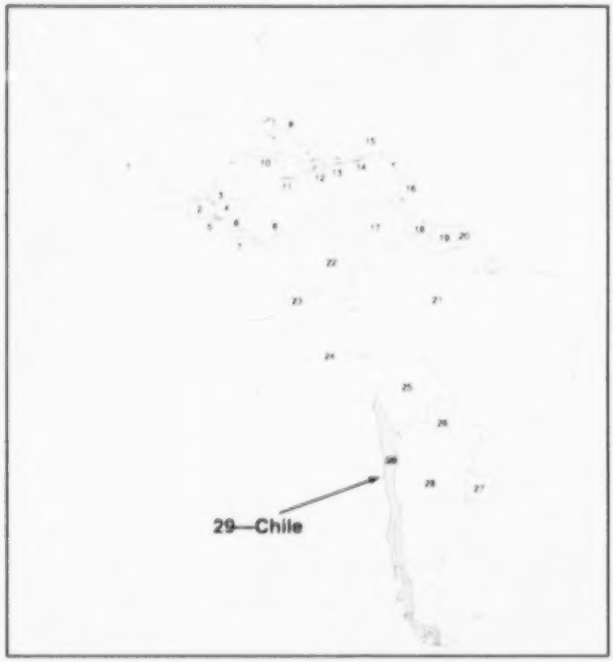
FOR INFORMATION

Embassy of Argentina Republic
His Excellency Carlos Ortiz de Rozas
1600 New Hampshire Ave. NW
Washington, DC 20009 *1-202-939-6400*

29—CHILE



1. Peru, northwest; Bolivia, northeast; Argentina, east
2. 286,322 square miles
3. North: 18°S; south: 55°S
4. Sea level to highest peak in Andes: 22,590' Ojos del Salado or 22,146' Mt. TlullaTllaco
5. North coastal lowlands, Atacama Desert, very hot and dry; central valley pleasant climate, mild, wet winters, long dry summers; south wet and cool; Andes, cold and snowy
6. Long narrow country extending 2,630 miles along southwest coast of South America; southern coastal plateau broken into thousands of rocky islands with fertile valley lying between low mountain ranges on coast; high mountain range, Andes, on the east
7. Minerals (copper, iron ore, nitrates, petroleum, coal), forests, fisheries, beautiful scenery
8. 13.6 million (est.): Mestizo
9. Spanish plus German and Indian dialects of Quechua and Araucanian
10. Republica de Chile
11. Peso—U.S. $3,200
12. Republic
13. Santiago
14. Concepcion, Valparaiso
15. Roman Catholic
16. Wheat, oats, barley, rice, fruits, vegetables
17. Beef cattle, sheep, hogs
18. Foods, beverages, textiles, clothing, chemicals, steel, nitrates, copper, iodine
19. Copper (low world prices), nitrates, iron ore, food stuffs, processed fish, agricultural products
20. Stabilizing the economy which has the highest rating of any Latin American country for credit worthiness (BBB); lower unemployment; return nationalized firms to previous owners



HISTORY

- Prehistoric—Araucanian Indians
- 1535—Diego de Almagro, first Spaniard in area
- 1540—military control, settlement
- 1541—under viceroyalty of Peru
- 1817—Jose de San Martin, Argentinean, and Bernard O'Higgins, Chilean, drove the Spanish from Chile; independence February 12, 1818
- 1879—War of Pacific with Peru and Bolivia; Chile gained Atacama Desert area (rich in nitrates)
- 1902—difficulty with Argentina; Christ of Andes statue erected to symbolize their final peace
- 1960—earthquake and tidal wave caused 2,000 deaths and $300 million in damage
- 1962—General Augusto Pincohet Ugarte, military ruler in power
- 1970—Salvador Allende Gossens, Marxist, became president; wages increased and prices frozen
- 1973—military coup; Allende allegedly killed himself, left country open to repressive dictatorship; power in hands of president, General Ugarte
- 1979—human rights violations by military forced United States to cut off most military aid; 2,100 executed - Pinochet said, "During wars, crimes are committed."
- 1981-1982—recession; high unemployment
- 1989—Patricio "Sy" Aylwin became president; Chile prospered; fruit exports to U.S. growing; red and white seedless grapes in January
- 1993—Eduardo Frei Ruiz-Tagle elected president - General Pinochet will retire in 1998

GENERAL INFORMATION

- 90% of people can read and write
- Central area is made up of large haciendas owned by families who have controlled land for generations; southern area, estacias (ranches)
- Nitrate deposits found in crusty surface of hot dry barren Atacama Desert in north is natural fertilizer—by-product, iodine, used in drugs, dyes, antiseptics; 1920 market dropped because scientists found ways to develop synthetic nitrates
- Christ of Andes statue, high in Andes between Chile and Argentina, erected after war as symbol of pledge of perpetual peace between the two countries
- Part of Tierra del Fuego (land of fire) belongs to Chile; large deposits of oil
- Name came from old Indian word meaning land's end or from song of a certain bird or from Indian word for snow usually seen in Andes
- Also claims 482,500 square miles of Antarctica
- Suffers frequent earthquakes
- Few good harbors
- Southern area: fjords similar to Norway, beautiful mountains, lakes, and forests
- Several island possessions in Pacific—Juan Fernandez (known as Robinson Crusoe's Island), Easter Island
- Arica in the Atacama Desert is driest spot in the world, caused by Peru Current
- Famous for seafood
- Superb ski runs
- World-famous wines
- Chuquicamata open-pit copper mine

FOR INFORMATION

Embassy of Chile—His Excellency Patricio Silva
1732 Massachusetts Ave. NW
Washington, DC 20036—1-202-785-1746

BIBLIOGRAPHY

Perhaps the best yearly update on Latin America is published by Stryker-Post Publications. It is revised annually. It is part of their *The World Today Series* which includes publications on: Africa; Canada; East Asia and the Western Pacific; Latin America; The Middle East and South Asia; Russia, Eurasian States, and Eastern Europe; Western Europe. Each booklet contains a comprehensive adult bibliography. This is for teacher information and updates and possibly for students who are very good readers.

Stryker-Post Publications
888 Seventeenth St., N.W.
Washington, D.C. 20006
Executive offices: Harpers Ferry, W.VA, 25425
Telephones: 202-342-6055
304-535-2593

There are many fine series of books, as well as individual books, available. The following list of series and their publishers are taken from the Children's Guide to *Books in Print.* This is by no means a complete listing.

Adventures in Time Series - Carolrhoda
Children Around the World Series - Gareth Stevens
Cultures of the World Series - Cavendish
Dropping In On Series - Rourke & Co.
Discovering Our Heritage Series - Dillon
Enchantment of the World Series - Children's
Families the World Over Series - Lerner
Hispanic Stories Series - Raintree Steck-Vaughn
Imagine Living Here Series - Walker & Co.
Let's Visit Places & People of the World Series - Chelsea
My Home Country Series - Gareth Stevens
New True Books - Children's
Pacemakers Series - Silver Burdett
Places in the News Series- Silver Burdett
Portraits of the Nations Series - Raintree Steck-Vaughn
Postcards from...Series - Raintree Steck-Vaughn
Visual Geography Series - Lerner Publications
Where We Live Series - Raintree Steck-Vaughn
World in View Series - Raintree Steck-Vaughn

Back issues of *National Geographic* are useful. These can be found in used book stores and in many public libraries.

INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

AMIGOS

A simulation of a race through Latin America developing awareness of its lands, people, and history

STUDENT GUIDE

INTRODUCTION Floating helplessly down the piranha-infested Amazon River, stranded on the burning desert of Atacama, lost in the humid jungles of Central America, pursued by an angry voodoo witch doctor in the West Indies ... these are a few of the situations you and your team members will face as you race from El Paso, Texas, to the tip of South America, Tierra del Fuego. You will be traveling through Mexico, the islands of the West Indies, and the countries of Central America and South America.

Soon you will become a member of a four to six person team. Together with your team members, you will research the countries through which you will be traveling, and you will create art and craft work, as well as plays and games, to help you know and enjoy the people of these countries and their fascinating customs.

Then, the race will begin. Your progress will be based on your answers to the questions you will draw, the projects you have developed, and the chance occurrence of fate! When everyone has arrived at Tierra del Fuego, there will be a huge fiesta with food, games, music, and dancing.

STEPS TO FOLLOW:

1. Pre-test.
2. Selection of teams, reading and discussion of Student Guide, and completion of TEAM ID SHEET.
3. Round 1
   a. Completion of a map and FACTSHEETS for Mexico and each of the countries of Central America (one set per team).
   b. Completion of a minimum of one written report per team.
   c. Completion of as many projects as your team can do.
   d. Presentation of report and projects.
   e. Race.
4. Round 2
   a. Completion of a map and FACTSHEETS for the listed countries of the West Indies. There are more countries in this area, but you are responsible only for those listed.
   b. Report (see 3b above).
   c. Projects (see 3c above).
   d. Presentation of report and projects.
   e. Race.
5. Round 3
   a. Completion of a map and FACTSHEETS for the countries of South America.
   b. Report (see 3b above).
   c. Projects (see 3c above).
   d. Presentation of report and projects.
   e. Race
6. Fiesta.
7. Post-test and evaluation.

ORGANIZING TEAMS

1. Teams consist of four to six persons chosen by drawing names, choosing numbers, teacher assignment, or in whatever method you wish. Organize your team in any way that will best help you complete the required tasks.
2. Your team next reads and discusses the Student Guide together so each member understands what is expected. Jot down any questions you might have so you can ask them during the class-meeting time with the teacher.
3. Your team completes the TEAM ID SHEET with:
   a. Team name based on the first two letters of each member's name.
   b. Team number and color (they will be assigned).
   c. Team members' names.
   d. Team symbol.

MAPS Each team completes one map per round, filling in the names of the countries involved. Put a star at the approximate location of the capital of each country. Do the map in such a way that everyone knows where the countries are located.

FACTSHEETS Each team receives one FACTSHEET for each country included in the round being done. Work together in any way you wish to obtain the information. However, remember that each team member is responsible for knowing the information. Obtain the information from any source available: textbooks, encyclopedias, atlases, films, filmstrips, *National Geographic* magazines, other magazines, speakers, newspapers, or library books.

JANETTE CALLIS, the author of AMIGOS, received her B.A. and M.A. degrees from the University of Denver and San Diego State University. Janette has taught 28 years and is currently working with fifth and sixth graders at Fuerte School in El Cajon, California, where she pursues her current interest in computer-based instruction.

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Add any additional information you find because the GENERAL INFORMATION CARDS, as well as the CHANCE/FATE CARDS, are based on this type of data. A sample of a completed FACTSHEET is on the last page of this Student Guide.

REPORTS Each team is responsible for one report concerned with the area being studied. Have your topic approved by the teacher so that each team's topic will be different. More than one report may be done. It may be done at home if you wish. The report is to be no more than one to two pages in length. Follow these steps:

a. Obtain as much information about your topic as possible.

b. Read the materials carefully.

c. Choose three or four important points to be included in your final report.

d. Write an introductory paragraph telling what your report will be about plus a sentence telling the points you will be covering.

e. Write one paragraph about each of the points mentioned in your introductory paragraph.

f. Write a final paragraph telling why the topic was important and interesting.

g. Proofread your report for correct spelling, grammar, punctuation, and meaning. Write neatly in ink.

A list of suggestions for possible reports is found in the center portion of this Student Guide.

PROJECTS Complete as many projects as your team is able to do. A list of possible projects is found in the center section of this Student Guide. Do these projects in any way your team decides. They may be done at home. Projects will be judged on appropriateness, imagination, neatness, and the amount of effort needed to complete them. Obtain supplies not found in your classroom by giving your teacher a note stating exactly what you need.

THE RACE When the research has been completed, the race for each round will begin:

1. Each team receives points for each worksheet and map completed. Credit is based on completeness, neatness, and accuracy. Add the points you earned and record them on your TEAM ID SHEET.
2. Each team presents its report and projects and receives points. (Record on your TEAM ID SHEET.) The standards are the same as for the worksheets and map.
3. Each team moves its marker on the large map on the bulletin board (one dot for every five points earned).
4. Daily play:

   a. One person from each team draws four cards, one from each of the following groups — country, land and resources; people, government, and economy; and history and general information.

   b. Each team has five minutes to agree on the answers to the cards. Your only source of information is the FACTSHEETS and maps.

   c. Taking turns, one team member reads the cards and gives the answers decided upon. If the answers are accepted, the total number of points earned are to be recorded on your TEAM ID SHEET. Add any information you learn while the other teams are answering their questions. You never know when you might draw that same card!

   d. When the above has been completed, each team has an opportunity to receive a CHANCE/FATE CARD. One student from each group takes a "chance" by calling a coin toss, pitching a coin or checker into a wastebasket, picking a number, or rolling a die. If the student wins the chance, he/she may draw a FATE CARD and do what it says.

   e. If it becomes necessary at any time, points may be subtracted for misbehavior or rudeness.
5. All teams begin at El Paso, Texas, and end as follows:

   a. Round 1 ends at the Panama Canal.

   b. Round 2 ends at Trinidad.

   c. Round 3 ends on the island of Tierra del Fuego.

FIESTA All teams plan and prepare for the Fiesta. Planning includes food, decorations, costumes, and Fiesta Day's activities. (Each team is responsible for at least one activity — a play, a game, a dance, an art lesson. Suggestions are listed in this Student Guide's center section.)

POST-TEST/EVALUATION You will receive your PRE-TEST back so you can complete it. It should be a snap now. You will also take part in a written or oral evaluation of the simulation.

HOW TO DO FACTSHEETS

Note: You may not be able to find all the information. Find as much as you can.

If you need more room, write on back of the sheet. Be certain you number this information.

Write the **HISTORICAL EVENTS** and **GENERAL INFORMATION** on your own paper.

FACTSHEET

Country Trinidad - Tobago Team # 2

- **LAND AND RESOURCES:**

1. Location Southern-most island in West Indies, north of and close to Venezuela
2. Area 1,863 sq. miles
3. Latitudes: north 12°N south 9°N
4. Elevations Could not find this information appears to be near sea level
5. Climate Rainfall - 80 ins a year Temperature - 80° F average
6. Physical Features Low mountain range crosses the north from west to east - range of hills in south - mostly rolling and level land - Pitch Lake in southwest
7. Natural Resources Fertile soil, thick forests, asphalt, petroleum

- **PEOPLE, GOVERNMENT AND ECONOMY:**

8. Population 825,700 - Mostly Blacks & India Indians
9. Language English, Spanish, French
10. Official Name Trinidad - Tobago
11. Money Trinidad dollar
12. Type of Government People's National Movement party is in control Parliamentary - Democracy. Trinidad - Tobago governed jointly
13. Capital Port of Spain
14. Main Cities " " "
15. Religion Hinduism, Roman Catholic, Protestant
16. Chief Agricultural Products Cacao, sugar, coconuts
17. Chief Animals Raised Could not find this information
18. Chief Industries Asphalt and oil products, agriculture - large plantations
19. Chief Exports Petroleum, asphalt, farm products
20. Main Problems Facing Country Today Need for stable government - extremes of wealth and poverty

On separate pieces of paper:

- Historical Events
- General Information

(Be sure to put the country's name and your team number on each separate sheet.)

Trinidad - Toba

Historical Events:

1498 - First people - Carib
Columbus discovered
on his third voyage
1500's - Settled by Spanish
brought slaves f
held farms, plan
fibre of Caney
1797 - Invaded by Br
1802 - Spain gave isla
1814 - British gained
1838 - Slavery abol
1958 - Became part
Federation -
temporary ca
1962 - People's Nation
the ruling po
they want is
dropped out

Note: You may not be able to find all the information the FACTSHEET asks for. Find as much as you can. Also, if you need more room, continue your information on the back. Number this information.

Trinidad - Tobago

Team # 2

General Information:

- Got name from Columbus - named after the Trinity
- Population mainly Blacks and Ind... (illegible)

GENERAL REPORTS:

- Any agricultural product: coffee, cacao, bananas, sugar cane, chicle, tobacco, kapok, rubber, cassava root, cinchona, etc.
- Any mineral: gold, silver, iron ore, petroleum, etc.
- Any explorer involved in this area of the world: Columbus, Balboa, Pizarro, Cortes, etc.
- Viceroyalties
- Pan American Highway
- Soccer: history and rules for playing
- Spanish language
- Archaeology/Anthropology
- Organization of American States
- Unusual animals: macaw, tapu, rhea, etc.
- Music and musical instruments found in Latin American countries
- Comparison of clothing worn
- Malaria and yellow fever

GENERAL PROJECTS:

- 12"x16"-size copies of the flags of the various nations
- Display (and label) objects brought from home: serapes, musical instruments, etc.
- Timeline of the historical events (added to throughout the simulation)
- Large map showing Indian tribes of Latin America
- Large map showing routes of explorers
- Written and oral report on fictional book taking place in Latin America
- Chart showing one or more minerals (how mined, refined, used)
- Letter to the tourist department of any of the countries, requesting information
- Mural of any part of history, or a series of murals depicting events of history of a country or area
- Diorama of any aspect of life or history
- Weave a small serape
- Do some finger weaving
- Dye materials using natural dyes
- Write a pretend diary for an explorer
- Chart of the viceroyalties and the countries that developed from them
- Large map showing the route of the Pan American Highway
- Map showing battles for independence from Spain for all the Latin American countries
- Pretend you have been made the leader of a small country in Latin America. What changes would you make?
- Chart of common Spanish words with pronunciation, respelling, and meanings
- Chart showing uses for petroleum
- Chart showing various Latin American monies — perhaps with a comparison of value with United States money
- Large travel poster convincing someone to see a particular country
- Chart of various spices (where found and how used)
- Model of a Spanish ship (put together a purchased one if you wish)
- Drawings of Indian clothing (or dress paper or small regular dolls)
- Arrange for a visitor to talk to the class or show slides.
- Bring in newspaper articles or write up news stories heard on TV
- A "word find" of unusual words, names of places, or people
- A "crossword puzzle" of words, names of places, or people
- A careful drawing of anything involved in this study, mount it on cardboard, then cut it into a jigsaw puzzle
- Chart of, or models of, weapons used: bola, blowgun
- Learn Spanish words and phrases and teach them to the class.
- A clay figurine similar to those found in Aztec, Mayan, or Inca ruins
- Carve a figurine from soap or plaster of paris/vermeculite as above
- Make an adobe brick(s) of straw and clay
- Display products grown or manufactured in Latin America
- Serve hot chocolate after giving a report on cacao
- Practice carrying a basket with large load on your head as Peruvian Indians do (Plan a race for the classmates?)
- A salt and flour relief map of one country, one area, or all of Latin America
- A recipe book of foods and recipes common to Latin American countries
- A fictional story, or short book, about something that might have happened in the area you are studying. Illustrate it.
- Display and demonstrate musical instruments of Latin America

ROUND 1
(Mexico and Central America)

REPORTS

- Aztec Indians
- Mayan Indians
- Toltec Indians
- Panama Canal
- United Fruit Company
- History of chewing gum
- Rubber industry, latex
- Balboa
- Montezuma
- Cortes
- Maxmilian and Carlotta
- Juarez
- Baja, CA
- Copper Canyon
  Barranca del Cobre
- All Soul's Day
- Ejido system
- Shrine of Guadalupe
- Hidalgo
- Santa Anna
- Pancho Villa
- Zapata
- Belize (British Honduras)
- Samoza
- Mosquitos Indians and area

PROJECTS

- Model of an Aztec or Mayan temple or a temple square (as it was then or as it is today)
- Model of boat and butterfly nets used on Lake Patzcuaro
- Clay copy of Aztec calendar stone
- Play of Cortes meeting Montezuma
- Teach how to play the Mayan ball game
- Draw a large map/mural of Tenochtitlan
- Write a message using rebus writing similar to what the Aztecs might have used
- A chart showing the Mayan number system (Make up a worksheet or problems for the rest of the class to do.)
- An imaginary diary of a soldier traveling with Cortes
- Make a tumpline and demonstrate how it is used
- Draw and explain the symbol of Mexico shown on its flag and coat of arms
- Make a large poster showing the flags of this area or make the individual flags
- Use paper mosaics to make a picture, mask, or Indian pattern
- A model of the Panama Canal
- An Aztec or Mayan mask, jewelry, etc. (cardboard, aluminum foil, colored gold foil)
- A map of Mayan ruins that can be found today
- A play on the life of Cortes
- Make some All Soul's Day cookies or candies
- Model of Xochimilco

ROUND 2
(West Indies)

REPORTS

- Calypso music
- Pirates and privateers: Blackbeard, Jean Laffitte, Sir Henry Morgan, Captain Kidd, Anne Bonney and Mary Read
- Trade winds
- Windward/leeward islands
- Slaves, rum, Molasses Triangle
- West Indies Federation
- Arawak Indians
- Voodoo
- Carib Indians
- Treasure hunting yesterday and today
- Trujillo
- Toussaint L'Ouverture

PROJECTS

- Compose a calypso song or two
- A large world map showing the trade winds
- Mural of pirates attacking a galleon
- Play of pirates and treasure
- Read *Treasure Island* and tell us about it or make it into a play
- Draw a pirate flag
- Make a treasure map (Burn the edges?)
- Learn how to do the limbo and teach us
- Write a story about treasure hunters (long ago or modern)
- Plan a cruise of the West Indies and pretend you are the cruise director. What will we see and do?
- Make large poster showing the flags of this area or make the individual flags

ROUND 3
(South America)

REPORTS

- Incas
- Amazon and/or Orinoco rivers
- Easter Island
- Galapagos Island
- Piranha and/or electric eels
- Machu Picchu
- Gauchos, huaso
- Simon Bolivar
- Falkland Islands
- Rain forests
- Lumber (woods such as balsa)
- Atacama Desert and/or Peru Current
- Juan Peron
- Gabriela Mistral
- Jose de San Martin
- Pizarro
- Devil's Island
- Trephining
- Tierra del Fuego
- Llamas, guaranco, alpaca, and vicuna
- Unusual animals of South America

PROJECTS

- Mural or diorama of Amazon region
- Model of balsa wood raft or bamboo or reed boats
- Make a bola and demonstrate its use (Careful now!)
- Make a blowgun and demonstrate its use (Careful now!)
- Play of Pizarro and the Inca ruler
- Model of Machu Picchu
- Make an Inca quipus and explain how it is used
- Carve a llama (or one of its relatives) from soap or plaster of paris/vermiculite
- Draw a picture of a llama and make a chart showing its uses
- Drawings or chart showing the animals found on Galapagos Islands
- Make carving of statues found on Easter Island
- Read a legend of the Incas or ancient Peru. Tell, illustrate, or dramatize it.
- Chart showing piranha and electric eel and why they are so dangerous
- Chart comparing our cowboy and South American gaucho and huaso
- Bring in music: bosa nova, Hector Villa-Lobos
- Mural of Mardi Gras scene
- Demonstrate finger weaving
- Make a paper mola

LATIN AMERICA

Numbered Countries:

1. Mexico
2. Guatemala
3. Belize (British Honduras)
4. Honduras
5. El Salvador
6. Nicaragua
7. Costa Rica
8. Panama

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9. Bahama Islands
10. Cuba
11. Jamaica
12. Haiti
13. Dominican Republic
14. Puerto Rico
15. U.S. Virgin Islands
16. Trinidad-Tobago

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17. Venezuela
18. Guyana
19. Surinam
20. French Guiana
21. Brazil
22. Colombia
23. Ecuador
24. Peru
25. Bolivia
26. Paraguay
27. Uruguay
28. Argentina
29. Chile

FIESTA ACTIVITIES:

- Decorate the room (huge paper flowers, streamers)
- Make a pinata
- Weave paper serape-type placemats
- Plan food
- Play games: soccer and Mayan ball
- Bring in music typical of all the areas
- Teach others how to make something you learned to make
- Dress up in costumes — as a gaucho, bullfighter, Spanish dancer, Inca chieftain, etc.
- Plan review games such as "Tic Tac Dough," "I've Got A Secret," "What's My Line?", "To Tell The Truth."
- Present a play depicting any event you learned about
- Present a program or show for the other children in your school
- Redo any activity from any of the three rounds that the class especially liked